



1980-81

ST. ANDREWS PRESBYTERIAN COLLEGE

Directory of Correspondence

St. Andrews Presbyterian College
Laurinburg, North Carolina 28352
(919) 276-3652

General Information
President of the College

Admission, Scholarships, Financial Aid
Director of Admissions

Financial or Business Matters, Methods of Payment
Vice President for Business Affairs

Student Activities, Residence Hall Rooms
Dean of Students

Courses of Instruction, Other Academic Matters
Dean of the College

Transcripts, Records of Students, Summer School
Registrar

Employment of Seniors and Alumni
Director of Placement

Gifts, Bequests, and Alumni Affairs
Vice President for Development

Visitors to the campus are welcome. The offices of the College are open from 9 a.m. to 5 p.m. Monday through Friday. Appointments in the Office of Admissions are scheduled from 9 a.m. to 4 p.m. weekdays and on Saturday mornings.

St. Andrews is an affirmative action institution. As such, it does not discriminate on the basis of race, sex, creed, national origin, or physical handicap in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic and other college-administered programs.



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St. Andrews Presbyterian College

Laurinburg, North Carolina

Some of the leading thinkers in America today believe that as a result of our constant mobility, our quest for privacy, and our obsession for convenience, we as a society, have lost our sense of community.

As a result of this loss, many people experience a growing distrust in institutions, including government, church, schools and colleges. A reasonable level of skepticism may prove to be good for society, but skepticism distorted to distrust signals a profound crisis in personal and social values, especially for young adults. In what and in whom are we to place our confidence?

This value crisis constitutes our greatest problem in America, and higher education can perform its greatest service by increasing its emphasis on value education. The church-related, liberal arts college is distinctively equipped to offer just such a balanced education, which includes the accumulation of knowledge, preparation for a career, and learning how to make value judgments.

Learning is primary. As John Stuart Mill said over a century ago, "Men are men (and, he would say today, 'women are women') before they are lawyers or physicians, or merchants, or manufacturers, and if you make them capable and sensible men they will make themselves capable and sensible lawyers and politicians . . ."

Career preparation is no longer determined by a fixed set of vocational skills to be made obsolete by technology and time. A trained and critical mind, a sensitive and free imagination, and confident and articulate self-expression are skills ever in demand. St. Andrews seeks for its students this "rust-proof" preparation for careers.

However, education must equip us to want more and to do more than merely earn a living. St. Andrews expects of its students liberal learning as well as skills development, and cultural awareness as well as career planning. St. Andrews seeks to develop valuing — a process of insight, judgment, commitment, and in its highest expressions, wisdom.

St. Andrews invites you to join in a bold experiment in Christian higher education.

(Adapted from the Inaugural Address of A.P. Perkinson, Jr., President)

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College Aim

St. Andrews Presbyterian College is a four-year, co-educational, liberal arts college. It was established by the Presbyterian Synod of North Carolina to affirm the continuing relevance of Christian higher education. By its innovative program the College is committed to meeting the academic and personal needs of students and to helping students to prepare for effective living in a constantly changing world.

Firmly rooted in the liberal arts tradition, the College expects that each student will develop:

(1) A disciplined and inquiring mind enabling clear thinking and effective communication.

(2) An informed awareness of major achievements in our culture and other cultures.

(3) An increased sensitivity to human needs and concern for social justice.

(4) A growing refinement of sensibility and taste in the arts and literature.

(5) A clear understanding of the role of the sciences in creating a humane environment for the world.

(6) A deepening personal faith that results in responsible living.

(7) An intelligent concern for democratic values in personal, national, and international relations.

(8) A maturing desire for continued intellectual, moral, and spiritual growth beyond the college years.

(9) A dedication to physical and emotional health and vitality.

(10) A clear sense of vocation for stewardship of life.

Heritage

St. Andrews began in 1961 as a new college with a long and respected tradition.

The tradition came from its predecessor institutions, Flora Macdonald College and Presbyterian Junior College for Men. Flora Macdonald College was founded in Red Springs by the Fayetteville Presbytery in 1896. First called Red Springs Seminary, the name was changed in 1903 to Southern Presbyterian College and Conservatory in Music. In 1914 the name was changed to honor the colorful Scots heroine, Flora Macdonald. This college under several names made signal contribution to the Christian education of young women until it became part of St. Andrews. In 1928 the Synod of North Carolina authorized the establishment of the Presbyterian Junior College for Men in Maxton, and that institution rendered valuable service to North Carolina until it became part of St. Andrews.

In the early 1950's Presbyterians of the state were faced with the problem of insufficient financial resources for its several colleges. They obtained a grant from the Ford Foundation to survey higher education in the Synod of North Carolina. As a result of this study, the Synod decided in 1955 to merge several colleges into one new college at a new site. A new board of trustees was elected with representatives from merging schools and a new school was chartered by the State of North Carolina in 1950.

Another grant enabled the Synod to plan a new college of high quality and Christian purpose, and with contemporary style and design. In 1960, the new college was named St. Andrews to mark its Presbyterian heritage and to identify it with the University of St. Andrews, a leader of Christian education in Scotland.

Since its opening in 1961 St. Andrews has distinguished itself as a pioneer in innovative Christian higher education. With its interdisciplinary emphases in the humanities and sciences, its contemporary and award-winning campus design, its openness to the physically handicapped, and its commitment to value-oriented learning for the future, St. Andrews has become a nationally recognized new college with a significant history.



Accreditation

St. Andrews is accredited by the Southern Association of Colleges and Schools. The College is an institutional member of the National Association of Schools of Music and the Council for Advancement of Small Colleges. It also hold membership in the Association of American Colleges, the North Carolina Association of Colleges and Universities, the North Carolina Association of Independent Colleges and Universities and the Association of Presbyterian Colleges. The St. Andrews athletic program is approved by the National Collegiate Athletic Association. The College has full membership in the NCAA and the Association for Intercollegiate Athletics for Women. The College's women graduates qualify for membership in the American Association of University Women.

Campus

St. Andrews lies on the south side of Laurinburg, twice an "All-America" city and the county seat of Scotland County. Its location at the edge of the famous Sandhills country gives students a pleasant setting for study and recreation. Laurinburg's climate is similar to that of nearby winter resorts of Southern Pines and Pinehurst. Laurinburg is at the junction of U.S. routes 401, 15, 501, and 74. These arteries, plus bus service and proximity to air service, make Laurinburg accessible from all parts of the country. The College is served by the Seaboard Coast Line Railroad via Hamlet and Fayetteville, and by Piedmont Airlines through Fayetteville. Laurinburg-Maxton Airport, a general aviation field with 6,500-foot runways, is within six miles of the campus.



Facilities

One of the chief attractions of the College is its new, contemporary style campus situated on 820 acres of rolling land. Leading educational consultants were employed to work with expert architects and landscape architects to translate educational philosophy into modern construction. The campus design won for its architects a first-place citation in national competition.

Most of the campus buildings are grouped on the northern and southern banks of 70-acre Lake Ansley C. Moore, which honors the College's first president. Major buildings for academic work are on the southern side; facilities for student housing, recreation, and extracurricular activities are located on the northern side. A causewalk restricted to pedestrians links the two areas. All buildings are air-conditioned and have ramps and other design features for students with physical limitations. Provision has been made for audio-visual instruction throughout the campus.

THE DE TAMBLE LIBRARY is a handsome three-story building at lakeside. Gifts for its construction came from many sources, the largest from the First Presbyterian Church of Winston-Salem out of the F.J. De Tamble legacy, with others from the Z. Smith Reynolds and Mary Reynolds Babcock Foundations.

At St. Andrews the library is central to the educational process. Its more than 90,000 volumes, 7,500 microforms, and over 480 periodicals and newspapers have been chosen to support intellectual development of students and faculty. The library is open 81 hours a week. Students have free access to the stacks with a variety of reading and study settings available.

Special collections include a music collection of nearly 1,600 scores and more than 2,150 disc recordings with listening facilities, and the Scottish and Rare Book Collection. The library is a Selective Depository Library for U.S. government documents.

THE AVINGER AUDITORIUM, made possible by a gift from Mrs. George F. Avinger in memory of her husband, connects the Science Center and the Liberal Arts Building. Designed as a teaching auditorium, it seats up to 400 people. Equipment for audio-visual instruction includes three projectors and screens ready for simultaneous use when desirable.

THE VARDELL BUILDING houses faculty offices for art, music and theatre and contains a choral auditorium, a theatre workshop, music studios and practice rooms, the music library and listening room, and an art gallery.

THE BELK COLLEGE CENTER overlooks the lake on the residential side of the campus. The center of campus social life, it houses the Carol Grotnes Belk Main Room, the Red Lion Snack Bar, post office, student book store, student activity offices, cafeteria, and offices of Student Life Services. The building honors the memory of William Henry Belk, Charlotte.

THE KATHERINE MC KAY BELK TOWER, a 16-bell carillon on Chapel Island, was given to honor a present trustee of the college by her husband, Thomas M. Belk, Charlotte, a former chairman of the board of trustees.

PATE HALL was originally Kings Mountain Dormitory, but in 1978 was completely refurbished and redecorated for use as a conference center. It was renamed to honor Mr. and Mrs. Edwin Pate of Laurinburg, longtime contributors to the college.

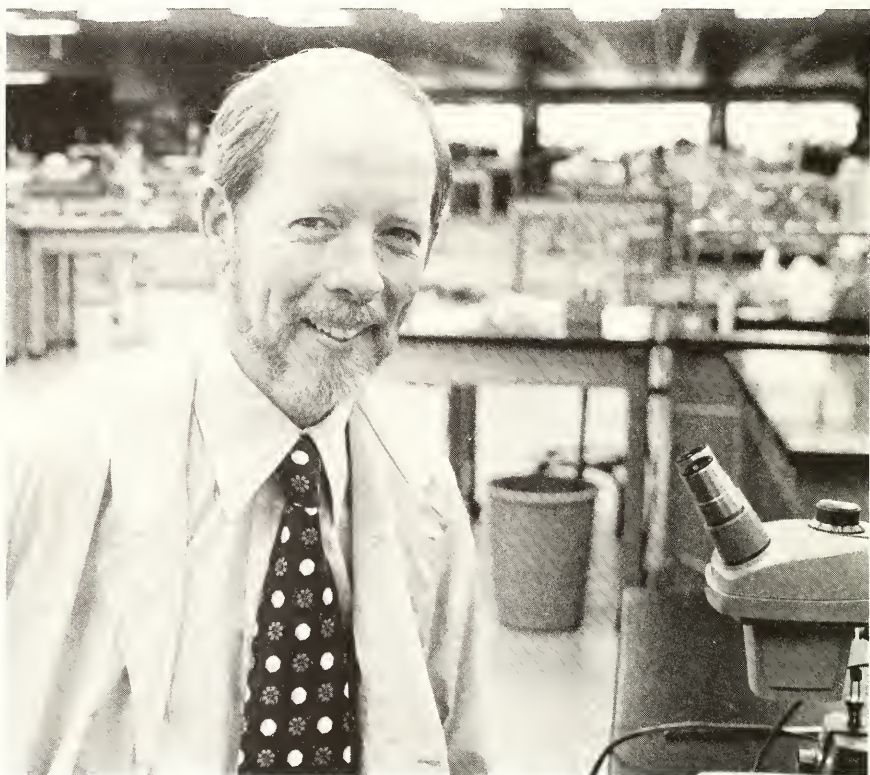
THE SEVEN DORMITORIES are single- and multi-story to accommodate 96 and 114 students to a building. One outstanding feature of all dormitories, especially conducive to developing a spirit of cooperative student living, is the suite, a small group unit accommodating 12 or 16 students. These units include bedrooms, bath, and a lounge. Laundry facilities are conveniently located in each dormitory. In addition each dormitory has a reception area, common lounge, and residence director's apartment. Some dormitories have guest rooms.

THE LIBERAL ARTS BUILDING contains 18 lecture-classrooms, six art studios for painting, sculpture, ceramics and photography, a 200-seat theatre, an experimental psychology laboratory, a faculty lounge, 38 faculty offices, a lobby exhibition area, two enclosed courtyards, and administrative offices.

THE MORGAN-JONES SCIENCE CENTER, including the John Blue Laboratory, is designed to provide facilities for a unique science program. On the upper level is the 255 x 80-foot multi-disciplinary laboratory, the instrumentation room containing a nuclear magnetic resonance spectrometer, an electron microscope, and other sophisticated equipment, facilities for radiation experimentation, four large growth chambers, a self-service stock room, shops for woodworking, metal working, and glass-blowing, and four seminar rooms. The lower level, facing the lake, contains fourteen large faculty teaching offices designed for individual and small group instruction, and six seminar rooms. The building honors two founding trustees of St. Andrews, the late Edwin Morgan and Halbert M. Jones.

THE PHYSICAL EDUCATION CENTER is conveniently located between two residence areas. Designed to undergird the St. Andrews program of athletics for men and women with an emphasis on lifetime sports, it is a focal point of student life. The Harris Basketball Court has a seating capacity of 1,200. The Olympic-size O'Herron Swimming Pool is available for year-round use, as are the bowling alleys, handball courts, game room, wrestling and weight rooms. Offices for the physical education staff, provided by the McNair family, are next to three classrooms. Other facilities include lockers and dressing rooms and accommodations for visiting teams. Near the Center and dormitories are outdoor physical educational facilities: an all-weather track, Clark Field for baseball, lighted all-weather tennis courts, soccer and hockey fields, and a golf practice area with a par-three course of seven holes.

THE BURRIS REHABILITATION CENTER, made possible by a gift from Jack R. Burris, Sr., of High Point, North Carolina, is a 9,000 square foot facility. It provides a combination of services in one central location. All college students use the Center for general medical services and two double rooms provide for overnight care. Additional space is devoted to seven double rooms for handicapped students and their student roommate-aides. Two one-room efficiency apartments are also provided for experience in independent living during the senior year.



The Faculty

St. Andrews regards its faculty as the most important learning resource of the College and provides a highly qualified group of men and women dedicated to the fullest intellectual and personal growth of students. The College seeks for its faculty those scholar-teachers with exceptional preparation in academic disciplines, with interdisciplinary interests and competence, and with a deep commitment to undergraduate teaching.

The present faculty of St. Andrews represents a wide array of educational backgrounds and experience. The fifty full-time members of the faculty have earned degrees from more than eighty colleges and universities located in twenty-seven states. The faculty holds ninety-seven graduate degrees, including forty-one doctorates and several other terminal degrees. More than half of the faculty has studied and traveled extensively in Africa, Asia, Europe, and Latin America.

But the faculty is not content to rest on academic laurels. It considers continuing professional growth and scholarly productivity essential for maintaining intellectual vitality and creative teaching. During a recent academic year members of the faculty published twenty-three scholarly articles and reviews, gave twenty-four presentations at professional meetings, attended forty-six seminars, institutes, and workshops, and gave fourteen lectures at other colleges and universities. In recent years, twelve members of the faculty have received awards for which there was national competition, including fellowships from the National Endowment for the Humanities and the National Science Foundation. Members of the faculty serve as Danforth Foundation Associates, as consultants to the Environmental Protection Agency, and to other colleges in the area of interdisciplinary curriculum development, science education and facilities, and intercultural studies.

While professional competence and achievements have high priority for the St. Andrews faculty, excellence of teaching in an informal environment where personal relationships with students are valued, has highest priority. Academic discipline tempered by friendship and good humor is the faculty style. A faculty-student ratio of one-to-twelve and an average faculty age of forty years encourages this style of teaching and learning.

College Calendar

1980-81

St. Andrews follows an academic calendar and program popularly known as the 4-1-4 program. This calendar divides the academic year into three terms — two four-month terms separated by a one-month term. Students take four courses in the fall and spring terms and one course in the winter term. The fall term begins early in September and ends with the Christmas vacation, the winter term extends throughout January, and the spring term begins in February and ends in late May or early June.

The winter term stresses experiential learning through independent study, seminar work, and off-campus activities. Students and faculty concentrate their interest and attention upon one subject in this term and have an opportunity for many educational activities not possible in the more conventional academic program. There is a wide range of cooperation with other colleges having the 4-1-4 program.

Fall Term

September	2-5	Tuesday-Friday, Faculty Preparation Week
September	6-8	Saturday-Monday, New Student Orientation
September	9	Tuesday, Fall Term Registration
September	10	Wednesday, (8:30 a.m.), Classes Begin
September	17	Wednesday, (5:00 p.m.), Last day to add a course for Fall Term
September	17	Wednesday, (5:00 p.m.), Last day to drop a course without a grade of "W"
October	8	Wednesday, (5:00 p.m.), Spring Term & Summer Term grades of "I" become "F" if not removed
October	9	Thursday, Registration for off-campus Winter Term courses
October	10	Friday, (5:20 p.m.), Fall recess begins
October	14	Tuesday, (8:30 a.m.), Fall recess ends
October	21	Tuesday, Advanced Registration for Winter Term courses
October	23	Thursday, (5:00 p.m.), Mid-Term grades due
November	5	Wednesday, (8:30 a.m.), First day to change grading option for a course
November	19	Wednesday, (5:00 p.m.), Last day to drop a course & Last day to change to pass-fail grading option
November	25	Tuesday, (5:20 p.m.), Thanksgiving Recess begins
December	1	Monday, (8:30 a.m.), Thanksgiving Recess ends
December	3	Wednesday, Advanced Registration for Spring

December	8	Monday, (5:20 p.m.), Last class day of Fall Term
December	9,10,11,12,13	Tuesday, Wednesday, Thursday, Friday, Saturday, Fall Term final examinations
December	13	Saturday, (5:00 p.m.), Fall Term ends
December	13	Saturday, (5:00 p.m.), Residence Halls close
December	15	Monday, (12:00 Noon), Fall Term grades due
Winter Term		
January	7	Wednesday, (8:30 a.m.), Winter Term begins
January	8	Thursday, (5:00 p.m.), Last day to add a course for Winter Term
January	30	Friday, (5:00 p.m.), Winter Term ends
February	6	Friday, (5:00 p.m.), Fall Term grades of "I" becomes "F" if not removed
February	6	Friday, (4:00 p.m.), Winter Term grades due
Spring Term		
February	9	Monday, Orientation of New Students
February	9	Monday, Spring Term Registration & Faculty Workshops
February	10	Tuesday, (8:30 a.m.), Classes begin
February	17	Tuesday, (5:00 p.m.), Last day to drop a course
February	17	Tuesday, (5:00 p.m.), Last day to drop a course without a grade of "W"
March	10	Tuesday, (5:00 p.m.), Winter Term grades of "I" become "F" if not removed
March	19	Thursday, (5:00 p.m.), Mid-Term grades due
March	20	Friday, (5:20 p.m.), Spring Recess begins
March	30	Monday, (8:30 a.m.), Spring Recess ends
April	14	Tuesday, (8:30 a.m.), First day to change grading option for a course
April	22	Wednesday, Advanced registration for Fall Term, 1981
April	28	Tuesday, (5:00 p.m.), Last day to change grading option for a course & last day to drop a course
May	12	Tuesday, (5:20 p.m.), Last class day of Spring Term
May	13,14,15,16,18	Wednesday, Thursday, Friday, Saturday, Monday, Spring Term final examinations
May	18	Monday, (5:00 p.m.), Spring Term ends
May	18	Monday, (5:00 p.m.), Residence Halls close for non-graduates
May	19	Tuesday, (12:00 Noon), Senior grades due
May	20	Wednesday, (12:00 Noon), All Spring Grades due
May	22	Friday, Commencement
May	22	Friday, Residence Halls close
Summer Term		
June	15	Monday, (8:30 a.m.), First Summer Session begins
July	1	Wednesday, (5:30 p.m.), First Summer Session ends
July	6	Monday, (8:30 a.m.), Second Summer Session begins
August	7	Friday, (5:30 p.m.), Second Summer Session ends

Admissions Cost Academic Scholarships Endowed Scholarships and Loans Financial Aid

Admissions

The student interested in attending St. Andrews as a freshman should submit an application early in the senior year of high school. While there is no application deadline, places in next year's freshman class are filled throughout the year, but primarily in the fall and winter. St. Andrews Presbyterian College admits students of any race, color, sex and/or national or ethnic origin.

St. Andrews requires an official high school transcript, and scores from either the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Testing Assessment Program (ACT), and a fifteen dollar application fee.

No specific grade average in high school or test result assures admission to the College. Each applicant's total record is evaluated before admission is approved or denied. In addition to the high school academic record and test results, major factors considered include rank in class, subjects studied, proficiency in English, personal attributes, and interests and involvements in school and community activities.

College preparation should emphasize traditional academic subjects. Recommended high school credits include four units of English, two or more units of a foreign language, three units of mathematics (two of algebra and one of plane geometry), two units of social sciences, two units of natural sciences, and two or more units in electives. An applicant who has not taken all the recommended subjects will not be denied admission for this reason alone, provided course credits are reasonably similar to those recommended.

When an applicant's credentials are completed, they are presented to the Admission Committee at its weekly meeting. Notice of the Committee's decision is mailed on the following day.

Early Admission of Freshmen

St. Andrews offers an early admission option for the academically strong student with approval of the high school guidance counselor. A student may seek early admission to the College at the end of the junior year of high school if he or she has completed senior English.

College Credit Through Examination

St. Andrews participates in both the Advanced Placement Program and the College Level Examination Program (CLEP) of the College Entrance Examination Board. Students achieving a score of three or above on any Advanced Placement Program examination will receive college credit in the subject at St. Andrews, while those achieving a score of two on any of these examinations may be placed in an advanced course in the subject. Students may receive course credits for individual CLEP Subject Examinations by scoring at the 50th percentile or above. Students may receive sophomore standing (credit for nine courses) by scoring at the 50th percentile or above on the CLEP General Examinations.

Application for Transfer

St. Andrews accepts transfer students from accredited colleges and universities into any class. In support of an application, the College requires an official transcript of the academic record from each college or university attended. Also see "Transfer Credits."

Application by Graduates of Junior and Community Colleges

Graduates of junior colleges and two-year community colleges who have completed a liberal arts program and received the Associate of Arts degree can expect junior standing as transfer students at St. Andrews.

Application by the Physically Handicapped

St. Andrews requires applicants who are physically handicapped to follow certain additional procedures for admission. Detailed information is available from the Director of Rehabilitation Services.

Application by Foreign Students

Foreign students applying for admission should submit an official transcript of all academic work attempted in the upper levels of their particular region, state, or nation. Scores from either the Test Of English As A Foreign Language (TOEFL) or SAT/ACT are also required. Once admitted to St. Andrews Presbyterian College, a student who is not a citizen of the United States must submit a Financial Certificate indicating his or her ability to meet the annual college costs before receiving necessary immigration documents from St. Andrews.

Campus Visits

Prospective students and their parents are encouraged to visit the St. Andrews campus to discuss the College and its programs and to familiarize themselves with the campus. The College recommends planning such visits during the regular academic year when the full complement of students, faculty, and administrators is available to answer questions.

Cost

The College automatically classifies each student whose permanent residence is beyond commuting distance from the campus as a resident student unless he or she receives written approval as a non-resident student. Students may apply for non-resident status through the Office of the Dean of Students. When non-resident status is approved after the beginning of a term, charges are prorated according to the time spent in each status.

Cost for Resident Students (Both In-State and Out-of-State):

Tuition	\$3350
Room (double occupancy)	\$ 695
Board (seven days a week)	<u>\$1075</u>
Total	<u>\$5120</u>

By action of North Carolina General Assembly a grant (\$550 for 1980-1981) is made to each full time North Carolina student matriculating at St. Andrews.

Cost for Non-Resident Students (Both In-State and Out-of-State):

Tuition	\$3350
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Additional expenses will be incurred for books, laundry, and incidentals.

Schedule of payments of the Fees

For resident students:

Room reservation deposit due May 1 (non-refundable after June 1)	\$ 100.00
Balance of Fall/Winter term fees due July 15	<u>\$2816.00</u>
Spring term fees due December 15	<u>\$2304.00</u>
	<u>\$5120.00</u>

For non-resident students:

Fall/Winter term fees due July 15	\$1842.50
Spring term fees due December 15	<u>\$1507.50</u>
	<u>\$3350.00</u>

Financing plans available through private companies have enabled many students to arrange their payments to fit more conveniently with family budgets. For information, contact the College Business Office.

Summer Term Fees:

First Summer Session (June 16-July 2, 1980):

Tuition per course	\$275.00
Room	\$ 55.00
Board	\$115.00

Second Summer Session (July 7-August 8, 1980)

Tuition per course	\$275.00
Room	\$100.00
Board	\$220.00
Music Fees:	
For two one-hour lessons per week	\$137.50
For two half-hour lessons per week	\$ 68.75
Campus Post Office Box	\$ 1.00
Registration Fee for CEU Course	\$ 5.00

Expenses for Physically Handicapped Students

Physically handicapped students, their parents, and vocational rehabilitation counselors should contact the Director of the Rehabilitation Services at St. Andrews for special services to the handicapped. The added expenses for the physically handicapped student range from \$480 to \$4800 for the academic year. The specific amount is based upon the services required.

Security Deposit

Each student will pay a \$50 refundable Security Deposit. Those who already have a Housing Damage Deposit with the College need not make additional deposit, as this will serve as the Security Deposit. All other full-time students will be billed for the Security Deposit which will be retained during the student's tenure at St. Andrews, and refunded within one month after graduation or other advice of termination. Final charges will be assessed against the deposit, the balance refunded.

Laundry Rental Service

A laundry rental service is available. Information describing this service will be sent to the student.

Winter Term

Students are expected to enroll in the winter term and to complete one winter term course for each year in residence. With permission of the Dean of the College or the Associate Dean for Academic Affairs, a student may be granted a leave of absence for the winter term. Those students granted a leave of absence will be granted credit on their spring term charges as follows:

Tuition:	10% of the annual tuition charge
Board:	10% of the annual board charge
Room:	No credit on room charges

Students who withdraw officially from the College, or are withdrawn by College action, before the beginning of the winter term will receive a refund according to the above schedule. Students who complete the fall term but do not intend to return to St. Andrews for the winter and spring terms will receive

a refund according to the above schedule provided they notify the Registrar in writing of their intentions before the first day of the winter term.

Students who complete graduation requirements at the end of the fall term will not be charged for winter term tuition, board and room.

Part-time students will be charged the regular course rates as stated in the catalog for winter term.

Each boarding student participating in a St. Andrews winter term catalog course in which the enrolled group will be away from our campus for more than three days will receive a credit for the meals missed thereby. No action will be required by the student.

Credit will also be given to each boarding student taking an approved winter term exchange course at another institution or a guided independent study off-campus, provided the student submits to the College Business Office, prior to the start of the winter term, a request showing the approval of his faculty adviser and the registrar.

The credit will be applied to the student's account in January rather than being refunded prior to the trip. The credit will be calculated at the rate of \$3.31 per day, counting breakfast, lunch, and dinner at 1/6, 2/6, and 3/6 of a day, respectively.

Cancellation of Registration, Withdrawals, and Refunds

Students who register in the advanced registration period will be considered registered for billing purposes unless a formal cancellation of registration is filed with the registrar. On or after the first day of classes, an enrolled student leaving the College must follow the prescribed withdrawal procedure. Information on the procedure for withdrawal from the College and related refunds is given in the section "Academic Information."

Refund Insurance

Withdrawals and other absences do not reduce the operating costs of the College because commitments for salaries and other operating costs are on an annual basis. For this reason the College has found it necessary to restrict its refund period to the first three weeks of the fall and spring terms. (See "Withdrawal from the College," page 34). However, parents who wish to insure against unforeseen contingencies which could cause the student to leave school later in the academic period may obtain refund insurance to cover the major causes of separation. Coverage is available on an optional basis, only at the scheduled time of registration, for a fee of \$55 for the combined fall and winter terms and \$45 for the spring term. Further information is available from the College Business Office.

Schedule of Payment of Other Fees

Other fees and charges which may apply, are due when they are assessed and are payable at the College Business Office. Continuous non-payment

will result in penalties including withholding of transcripts and preventing subsequent registration for classes at the College.

Other Fees

Music Fees (cost per term, fall or spring):	
One hour of lessons per week	\$160
One half-hour lesson per week	\$ 80
Late Registration Fee (applies if a student fails to complete registration and pay fees before the first day of classes)	\$ 15
Change of Schedule Fee (applies for changes in a program of courses after the approved drop-add period):	
Per course added	\$ 5
Per course dropped	\$ 1
Course Fee for a Reduced Load (charge for less than three courses in the fall or spring term or for one course during the winter term)	
Fee per course	\$445
Campus Post Office Box Fee (required of all students enrolled in any course per term)	\$ 2
Graduation Fee (required of all graduating seniors)	\$ 25



Academic Scholarships

St. Andrews seeks to encourage and formally recognize superior academic achievement through scholarship awards. Because of the high standards of selectivity set by the Awards Committee, these scholarships carry a sense of prestige for scholarship and leadership. The following awards are granted without regard to financial need.

The St. Andrews Distinguished Scholars Award — Up to eight competitive scholarships awarded annually to entering freshmen on the basis of superior academic achievement and outstanding citizenship with annual stipends equal to full tuition for each of the four years.

St. Andrews Honors Scholarships — Up to twelve competitive scholarships awarded annually to entering freshmen on the basis of their academic achievements and outstanding citizenship in high school with an annual stipend of \$2,000 for each of the four years.

St. Andrews Leadership Awards — Entering freshmen may be eligible for a Leadership Award ranging from \$300 to \$1,000, based on achievements in one of the following areas: leadership, churchmanship, special talent in the arts, natural sciences, or humanities.

The St. Andrews Transfer Scholarships — Up to ten scholarships awarded annually to junior and senior college transfer students on the basis of superior academic achievement and outstanding citizenship. The annual stipend for this scholarship up to \$1,500. If the recipient is eligible for BEOG funds, this scholarship will utilize the maximum amount available as part of this scholarship.

Other St. Andrews scholarships for qualified students include the Robert C. and Sadie G. Anderson Scholarships, the Reader's Digest Endowed Scholarship, the Lettie Pate Whitehead Scholarships, the Algernon Sydney Sullivan and Mary Mildred Sullivan Scholarships, and the Lucy Steele Memorial Scholarships for North Carolina Presbyterians interested in a church vocation.

Academic scholarships are renewable automatically if the recipient continues to meet the scholastic and citizenship conditions outlined for each particular scholarship. As a general rule, academic scholarship recipients must maintain a cumulative grade average of at least 3.0 and must exhibit evidence of good citizenship.

A listing of the current recipients of the Distinguished Scholars Awards and Honors Scholarships may be found on page 120 of this catalog.

Financial Aid

St. Andrews believes that the primary financial responsibility for a student's education lies with the student and the student's family. However, every effort will be made to see that no academically qualified student is denied a St. Andrews education for lack of funds.

Gifts from churches and friends of St. Andrews, together with general funds administered by the College, make possible a financial aid program to meet demonstrated needs of over 70 percent of our students. The awards vary from several hundred dollars to full cost.

Most forms of financial aid at St. Andrews are based on need. Students of exceptional academic ability are eligible for certain scholarships and a few specialized work grants regardless of demonstrated need. Information about such scholarships is included in this section of the Catalog.

Application For Financial Aid

A student seeking financial aid should apply simultaneously for admission and financial aid. The Family Financial Statement must be filed with the American College Testing Service designating St. Andrews as the recipient. This form is used by the dependent and the self-supporting student. St. Andrews also accepts the College Scholarship Service Financial Aid Form. These statements are available from high school guidance counselors and principals or from the Office of Admissions. Financial aid application forms should be completed as soon after January as possible, to be assured consideration; however, applications for financial aid will be considered whenever they are received. The Director of Financial Aid will notify each applicant immediately after the determination of the award offered by the College.

Financial Aid Awards

Financial aid is ordinarily awarded as a combination of two or more sources: grants, scholarships, workshops, and loans.

Grants — These consist of grants awarded by the College from its resources, or Supplementary Education Opportunity Grants, basic Educational Opportunity Grants derived from federal funds, and special grants for residents of North Carolina. North Carolina grants are based on need and are assigned by the financial aid officer. Full-time students who are residents of North Carolina are awarded legislative tuition grants of \$550.00 annually. Need is not a determining factor. The student must be enrolled full time on the tenth day of the beginning of classes each term to be eligible. North Carolina Student Incentive Grants require submitting the proper code and fee with either the American College Testing or College Scholarship Service need analysis system. Supplemental application for the North Carolina Student Incentive Grant will be mailed to the student upon receipt of the need analysis

by College Foundation, Raleigh, North Carolina. The deadline for this program is March 31, prior to the academic year for which the grant is being requested.

Scholarships — These are assigned to academically talented students with demonstrated financial need. Among these provided by gifts on an annual basis are the Robert C. and Sadie G. Anderson Scholarships, the Mary Lynn Richardson Scholarships, the Algernon Sydney Sullivan Scholarships and the Lettie Pate Whitehead Scholarships.

Workships — This is the St. Andrews name for a part-time campus job with an average work load of 10 hours weekly. A student with a workshop is expected to earn \$800 to \$1000 annually, which is paid by check to the student every two weeks. If applicable, social security and taxes are withheld from this amount.

National Direct Student Loan — Students who qualify may borrow up to \$2,500 for the freshman and sophomore years and \$2,500 for the junior and senior years (four year maximum of \$5,000). Repayment and an interest charge of three percent begin the ninth month following the student's departure from college. Payments are a minimum of \$90 quarterly. Cancellation of principal and interest is possible for teaching in certain designated areas.

Federally Guaranteed Loan — A qualifying full-time student may borrow up to \$2,500 for an academic year. Upon leaving the institution, repayment is similar to the repayment plan for the National Direct Student Loan except there are no cancellation provisions. Interested students should contact the Financial Aid Office for applications.

Renewal of Financial Aid

A student must reapply for financial aid each academic year by having the Family Financial Statement filed with the American College Testing Student Need Analysis System or the Financial Aid Form of the College Scholarship Service. Aid usually continues at the same level each year, unless the student's resources or the parents' expected contribution changes. All enrolled students receiving aid automatically receive information on how to apply for renewal awards; other students should request information before Jan. 1.

While the Director of Financial Aid is happy to assist, each student must exercise initiative to keep the College informed of needs and changes in financial resources. For renewal of financial aid or changes in aid plans students should observe the following additional requirements:

1. All students receiving assistance from the College through grants-in-aid, loans, or work opportunities are to maintain "satisfactory academic progress" (see p. 33). All students must exhibit evidence of good citizenship for continuation of a financial aid plan with the College.
2. All students receiving assistance based upon need must report changes in financial resources, academic or citizenship problems which affect their status at the College, changes in marital status, and changes in campus or home address.

It is strongly recommended that resident students in need of financial aid avoid the additional financial burden of maintaining a motorized vehicle on campus.



Student Life

St. Andrews student life seeks the full development of its students. The academic program, social and recreational activities, civic involvement, and religious opportunities all contribute to the realization of this goal.

The academic program, climaxed with the awarding of the baccalaureate degree, brings about intellectual competence, familiarity with the learning process, and skills and knowledge in special fields.

St. Andrews seeks to help students identify and express their needs for individual understanding and growth and their relation to the world and life. Classes are small enough to permit give-and-take discussion and exchange of ideas. Informal discussion continues in the halls, in offices, in lounges and rooms. Seminars and tutorials afford students the chance to suggest and pursue, under informed direction, topics or interests they want to study in depth, and to react to questions of fellow students and professors.

In line with openness in academic inquiry, St. Andrews encourages a concept of student living that is equally forthright and honest, allowing opportunities to experience many different approaches to life's problems, both in the classroom and in the residence hall, on and off campus, in thoughtful isolation or in social relationships.

The College encourages active student participation in decisions that affect student life. Students serve on faculty committees which establish academic policies and social regulations. Students interview prospective faculty members and administrators and officers of the Student Association attend faculty meetings. Selected students assist in long range planning for the College. Students participate in formal and informal evaluation of courses and academic programs.

Social and recreational activities are most often conducted in the context of group living, offering the student many opportunities to develop poise and confidence in social activities. Individual responsibility is the keynote of student citizenship. Student government helps plan and regulate the campus life through the Senate, the Cabinet, and the Student Judiciary.

Almost all activities on campus are as open to new students as to upperclassmen: a freshman student may play a lead role in a major dramatic production; freshmen and transfer students frequently win office in spring elections. Students serve on major college committees as voting members. Active participation is encouraged in musical and dramatic groups, athletics, student publications, residence hall activities, etc.

Variety of Student Activities

Some thirty states and several foreign countries are represented in the St. Andrews student body, with most students coming from Atlantic Seaboard states. Wide geographic distribution implies broad cultural and racial

backgrounds, and students' interests and experiences vary greatly. In an effort to offer something of value to all students, and in line with the many possibilities for growth in all the dimensions of campus living, St. Andrews offers broad and diverse activities.

Concerts, recitals, and art exhibits by students, faculty and visiting artists are a regular part of campus cultural life. The theatre program finds its talent as well as its spectators from among the total college community. St. Andrews provides a variety of films, fairs and festivals as well as lectures and workshops.

Campus literary activities are centered around the major campus publications: the newspaper, *The Lance*; the yearbook, *Lamp and Shield*; and the student literary magazine, *Caim*. Students also contribute regularly to the *St. Andrews Review*. An active program of poetry readings by students, faculty, and guests enriches literary life.

Student social and recreational activities are coordinated by the College Union Board. The varied activities include dances, concerts, movies and off-campus trips. The College Union Board also cooperates with other student groups in the operation of an on-campus coffeehouse, "Farrago."

The campus affords an abundance of outdoor leisure activities. The riding club has limited facilities for the care and riding of student-owned and club-owned horses.

St. Andrews seeks a healthy balance between its varsity sports program and intramural sports and recreation. Currently the College fields men's varsity teams in soccer, cross country, basketball, baseball, golf, tennis, and track. Women's varsity teams compete in volleyball, basketball, softball, and tennis. In endorsing the value of intercollegiate competition, St. Andrews is committed to a policy of non-subsidized athletes and competes primarily in the Dixie Intercollegiate Athletic Conference and the Association of Intercollegiate Athletics for Women whose members share this policy. The athletic program is approved by, and the College is a member of, the National Collegiate Athletic Association and Division III of the Association of Intercollegiate Athletics for Women.

The St. Andrews Radio Club operates an on-campus radio station, WSAP, which is a member of the Intercollegiate Broadcasting System. Opportunities for training and work in all phases of the broadcasting media are provided, including public relations, advertising sales, and programming. WSAP has excellent facilities and broadcasts 24 hours daily to the campus on a closed circuit.

While St. Andrews is a church related college, it is not sectarian in outlook. Religious activities are ecumenical in emphasis. The College Christian Council provides students and faculty with opportunities to celebrate their faith in worship and to express it in service both on and off the campus. Students are encouraged to participate in the activities of the Laurinburg churches.

Honor at St. Andrews

The St. Andrews Honor Code was instituted by students in cooperation with the faculty and attests to a belief in the individual's responsibility for his or her own behavior. Lying, cheating, and stealing are serious violations of community integrity and thus are the concern of all members of the community.

All members of the community bear responsibility for maintaining high standards of conduct, and all are pledged to deal with violations of honor in a responsible way. Each student upon matriculation at St. Andrews affirms the following pledge:

As a member of the honor community of St. Andrews, I pledge that I will not lie, cheat, or steal, nor will I tolerate this conduct in any other member of the community. I will do all within my power to uphold the high standard of integrity and honor of St. Andrews.

Members of the administration and faculty of St. Andrews pledge themselves to respect the spirit and intention of this Honor Code, and to support the Honor System.

The Student Association

The Student Association is made up of all students of the College. The Cabinet is the executive body consisting of elected leaders of all major boards and activities, together with the chief elected officers of the student body. The Attorney General is the chief judicial officer of the Association, and various courts are elected or appointed to carry out the judicial responsibilities of student government.

The Senate, composed of representatives from each of the eight residence halls plus two off-campus student representatives, serves as the legislative body of the Association. Faculty and administration advisers serve with the students and all questions involving student welfare or interests are carefully considered for the general good.

Student Life Services

Student Life Services are directed by the Student Life Staff under the direction of the Dean of Students. This staff includes the Assistant Dean of Students, the Director of Career Development and Placement Services, the Director of Rehabilitation Services, the Associate Director for Health Services, a staff member from the Career and Personal Counseling Center, and the College Pastor. This staff and these services are described in the student handbook, **The Saltire**.

The Student Life Committee, a joint faculty-student committee, oversees, coordinates, and does long-range planning for student life in non-academic areas.

Residence Hall Life

Since St. Andrews is a residential college, all students are required to live on campus when available space permits unless they are living with parents, guardians, or spouses. Single undergraduate men and women fully admitted but for whom no space on campus can be assured may reside off campus subject to approval by the Office of Student Life Services. Basic college regulations apply to off-campus residents.

Members of the Residential Life Staff live in residence halls as supervisors and cooperate with the Residence Hall Council in planning social activities and in all general areas of residential life. Each residence hall is responsible for setting its own living controls in regard to hours, visiting privileges, and social and recreational programs within the framework of general college policy. Optional freshman suites are available.

The College Center Dining Hall provides meal service throughout the regular college year except during stated vacation and holiday periods. The Red Lion snack bar is open at stipulated hours. Day students may eat here or buy a long-term meal ticket from the college food service for use in the Dining Hall.

Counseling and Guidance

Prior to registration, each beginning student selects a faculty-student advisor team which works with groups of students throughout the freshman year. Assistance is provided the student in planning his academic program and in solving non-academic problems.

The Career and Personal Counseling Center is one of three counseling centers in North Carolina approved by the International Association of Counseling Services. Operating under a special agreement with St. Andrews, the Counseling Center offers structured programs of counseling, testing, and occupational-education research for any St. Andrews student. Also available for consultation with students are the deans, faculty members, residence hall directors, and other administrators. Arrangements are made by the College to have psychiatric consultation available for those who may benefit from this level of professional help.

St. Andrews provides routine medical and first aid services to students at no extra charge through the College Health Center. Nursing services are available 24 hours daily, seven days a week. The College Physicians are available for consultation on weekdays.

Overnight care in the College Infirmary is provided when necessary for students living in the dormitories; however, cases needing special care or more than casual bedside attention are referred to a local hospital. Such care, special medications, and the services of medical doctors off campus are financial responsibilities of students and their parents.

The College Physician and other medical doctors may be seen for private consultation off campus or at the specific request of a student or parent. Such services are not provided as part of the health center program.

The College Health Center is part of the Rehabilitation Center, which also serves as a dormitory for a few severely handicapped students. St. Andrews is fully accessible to the physically handicapped; there are about 30 students in wheelchairs each year. A wide range of services is available to them including counseling, aides, rehabilitation nursing, physical therapy, urology, adaptive physical education, driver training, wheelchair repairs, and transportation by special bus.

Career Development and Placement Services

The Career Development and Placement Office provides career counseling and job placement assistance. This office also maintains data concerning graduate and professional schools, provides opportunities for students to interview representatives of government, business, and industry, and established placement files for graduates. It also serves as a clearinghouse for part-time employment opportunities.

Policy Regarding Drugs and Alcoholic Beverages

The College cannot condone the abuse or illegal use of drugs and alcohol. Specific information regarding this matter is found in the student handbook.

Use of Motor Vehicles

Students who wish to operate a motor vehicle on campus must secure a permit from the Office of Student Life Services. The permit requires parental approval, evidence of personal and property liability protection, and such other data as may be requested for supporting the application. The fee for a motor vehicle permit is five dollars per year.

Special Note

Students are expected to conduct their lives responsibly with due regard to the rights of other members of the St. Andrews community. When any student does not show convincing evidence of being in sympathy with the purposes, policies, and procedures of St. Andrews, the College reserves the right to ask the student to withdraw for the welfare of the College community.

Academic Information

Additional academic information may be found in the student handbook, *The Saltire*.

Degree Requirements

St. Andrews offers two degrees: Bachelor of Arts and Bachelor of Science. Candidates for each degree are required to complete at least 37 courses, including one winter term course for each year enrolled and four terms of physical education (counting as the 37th course), with a grade-point average of 2.0 in all work attempted and in the major field.

Faculty advisers help students plan their courses of study. Students are responsible to see that the courses taken meet the requirements for graduation. Special attention is called to the fact that a total of twelve courses at the 300-400 level is required for graduation. This number (12) includes courses in the student's major area as well as electives, but does not include winter-term courses.

Bachelor of Arts

St. Andrews Studies	6 courses
Selected Topics in Modern Science	2 courses
Physical Education	1 course (2-4 terms)*
Requirements for a Major	10-15 courses**
Electives	18-13 courses
	<hr/> 37 courses

Majors Offered: Allied Health, Anthropology-Sociology, Biology, Business Administration, Business-Chemistry, Chemical Physics, Chemistry, Economics, Education, English, Fine Arts (Art or Theatre), French, History, Literature, Mathematics, Mathematics with an emphasis in Computer Science, Modern Language, Music, Politics, Philosophy, Physical Education, Psychology, Religion, and Religion and Philosophy.

*The student may complete the physical education requirement by demonstrated competency after two terms. The requirement includes swimming proficiency.

**Foreign language and mathematics requirements are determined by the major program.

Pre-professional programs are also available in pre-law, pre-medicine, pre-dentistry, pre-veterinary, pre-paramedical, and pre-ministerial areas.

Bachelor of Science

St. Andrews Studies	6 courses
Selected Topics in Modern Science	2 courses
Physical Education	1 course (2-4 terms)*
Requirements for a Major	14-15 courses**
Electives	<u>12-13 courses</u>
	37 courses

Majors Offered: Biology, Chemistry and Chemical Physics. Medical Technology Certification and the Bachelor of Science degree are normally conferred after three years of study at St. Andrews and one year of training at an accredited college of medical technology. A more complete description of this program may be found under the Division of the Mathematical, Natural and Health Sciences.

Declaration of a Major or Area of Emphasis

A student may declare a major or area of emphasis any time after the first term at St. Andrews, but must declare a major before completing the registration process for the junior year. Transfer students accepted with junior or senior status must declare a major upon acceptance as a student at St. Andrews. Declaration of Major forms can be secured from the Office of the Registrar.

Registration

Toward the close of each term, students plan and register for their course programs for the following term in conference with their advisers. New students confer with their advisers during the orientation period and complete registration on a designated date at the beginning of each term.

Students who register in the advanced registration period will be considered registered for billing purposes unless a formal cancellation of registration is filed with the Registrar. Cancellations are permitted through registration day. On or after the first day of classes, an enrolled student leaving the College must follow the prescribed withdrawal procedure.

*The student may complete the physical education requirement by demonstrated competency after two terms. The requirement includes swimming proficiency.

**This requirement must include 8 courses in Chemistry and 2 courses in each of three of the four areas of Biology, Physics, Math and Computer Science for the Chemistry major. For Biology majors, 7 courses in Biology, 4 courses in Chemistry, and 2 courses in each of two of the three areas of Physics, Mathematics, and Computer Science. For Chemical-Physics majors, 6 courses in Physics, 4 courses in Chemistry, and 4 courses in Mathematics.

System of Grading

Each student receives a grade in each course at the close of the term. The grading system is as follows:

Grade	Grade Points*	Interpretation
A	4.0	A grade in the A range indicates an excellent performance in which there has been distinguished achievement in all phases of the course.
A –	3.7	
B+	3.3	A grade in the B range indicates an above average performance in which there has been a high level of achievement in some phases of the course.
B	3.0	
B–	2.7	
C+	2.3	A grade in the C range indicates an average performance in which a basic understanding of the subject has been demonstrated.
C	2.0	
C–	1.7	
D	1.0	A grade of D indicates a passing performance in which despite recognizable deficiencies there is enough merit to warrant credit.
F	0	A grade of F indicates failure and will be recorded but will not be counted as a course attempted when computing grade point averages.
W	0	A grade of W indicates withdrawal from class and will be recorded but will not be counted as a course attempted when computing grade point averages.
I	0	A temporary grade of I indicates an incomplete for a course.
P	0	A grade of P indicates satisfactory performance in a course and will be recorded but will not be counted as a course attempted when computing grade point averages.

*Grade points are the numerical equivalent of the letter grade. The student's grade-point average is computed by dividing the number of grade points earned by the number of courses completed with a grade of "D" or above.

Grade Appeal Procedure

In the event that a student feels that the grade for a course is not a fair evaluation of the student's effort and performance, the student should make every attempt to resolve the difficulties by discussion with the instructor involved.

If such discussions do not result in a satisfactory solution to the problem, the student should seek the assistance of the appropriate program chairman in resolving the problem.

If this fails, a grade appeal committee will be formed by the program chairman. This committee will consist of three faculty members; one selected by the instructor involved, another by the student, and the third (who shall be chairman) by agreement of the first two faculty members selected. It is expected that the committee will receive full cooperation from all parties involved. To take effect, the committee's decision must be ratified by the Dean of the College.

Any formal grade appeal action involving a committee must be initiated by the student at least two weeks prior to the date for clearing incompletes for the term in which the course was taken. The committee shall reach its decision before the date for clearing incompletes for that term. When special conditions exist, this timetable may be altered by the Faculty Executive Committee.

Pass-Fail Option Grading

Eligible students may exercise the PASS-FAIL option for no more than four courses including Winter Term and the regular Terms.

Students with junior or senior standing may select a total of two elective courses to be graded on a Pass-Fail basis. Courses in a student's academic major or major program may not be selected for the Pass-Fail grading option. Students who wish to designate a course to be graded on the Pass-Fail option must do so in the Office of the Registrar no earlier than four weeks before the end of classes and no later than two weeks before the end of classes.

Students may enroll in a total of two Winter Term courses that are offered on a Pass-Fail grading option only.

Incompletes, Failures and Withdrawals

An incomplete, "I," is given only when circumstances do not justify giving a specific grade. It must be removed within the first four weeks of the term following the one in which the incomplete was received. If not, the incomplete becomes a failure, "F."

A failure, "F," cannot be removed from a student's record. If the course is required for graduation or for a major, it should be repeated the next time it is offered. A course for which credit has been received cannot be repeated without the permission of the Dean of the College.

When a student withdraws from a course for any reason before the last two weeks of classes with the instructor's and faculty adviser's approval, a grade of "W" will be recorded.

Reports of Grades

Parents as well as students receive academic reports at the end of each term and are also informed of any disciplinary action. Students, however, are expected to inform their parents in such cases and not leave the responsibility entirely to officials of the College.

Any student who is not a dependent (for tax purposes) of parents and does not want copies of grade reports sent to parents should notify the Registrar's Office. An affidavit certifying that the student is not a dependent of parents may be required.

Classification of Students

A student's classification depends upon the amount of college credit received. Credit for college work is recorded in courses satisfactorily completed. A student is classified as:

- (1) A senior, upon passing 26 courses.
- (2) A junior, upon passing 17 courses.
- (3) A sophomore, upon passing 8 courses.
- (4) A freshman if the regular admission requirements have been met.
- (5) A special student, if admitted as a non-degree candidate. Regularly matriculated students may not choose this classification to avoid required courses.

Academic Probation and Eligibility to Continue in College

The quality of academic work done by individuals in this community determines not only the benefits to that individual but the benefits of his or her presence to the community. When the quality of that work puts these benefits in question, the college and the student both need to consider the advisability of the student's continuance here.

To maintain satisfactory progress toward a degree, a full-time student classified as freshman, must have a cumulative grade point average of 1.50; if classified as sophomore, must maintain an average of 1.70; and if classified as junior or senior, must maintain an average of 1.90. Students must pass at least three courses during a regular term to maintain satisfactory progress. Students failing to maintain this progress in grade point average or in courses passed will be suspended, or will be placed on academic probation if allowed to continue. Students failing to maintain a cumulative 2.0 grade point average in a regular term will receive an academic warning letter.

A student on academic probation who fails to show marked improvement in academic work during the following term may be asked to withdraw from the College. A student still on academic program after two successive regular terms on academic probation is normally ineligible to return. In any case, continuance on this status or dismissal from the College is determined on consultation with the Dean of the College and the Faculty Executive Sub-Committee on Student Problems.

Consideration For Readmission

Students who wish to be considered for readmission should contact the Associate Dean for Academic Affairs.

Students who have withdrawn voluntarily from the college while in good academic and social standing, will normally be readmitted to the college upon receipt of request.

However, students who withdraw from the college while their academic or social records are not in good standing, or students who have been suspended from the college for academic or social reasons, must produce evidence of having corrected such deficiencies, or that they now have the capability of correcting such deficiencies before their request for readmission may be considered.

Course Load

The College recognizes either three or four regular courses as a full course load for a student. Students must have the permission of the Associate Dean for Academic Affairs to register for less than three courses or more than four courses.

Class Attendance

Regular class attendance is an important student obligation and a student is responsible for all the work, including tests and written work, done in all class meetings. No right or privilege exists which authorizes a student to be absent from any given number of class meetings.

The instructor in each course will announce and maintain an absence policy in keeping with the nature of the course. Each student should clarify this policy at the beginning of each course.

When absences from class indicate a serious lack of commitment, upon request from the professor concerned, the Associate Dean for Academic Affairs will send an official warning to the student. If attendance does not improve after the warning, the student will be involuntarily withdrawn from the course and will receive the grade of W for the course.

Residence Requirements

A student must spend the senior year at St. Andrews and obtain credit in residence for at least the last nine courses to receive a degree from the College.

Withdrawal from the College

Application for complete withdrawal from the College should be secured by the student from the Office of the Dean of Students. While the several signatures which need to be obtained on the application form seem onerous to the student wishing to leave the College, they are necessary to assure that the record is cleared before the student leaves.

Students withdrawing during the first week of classes receive no grades.

After the first week of classes, grades of “W” are given under the same procedure used for dropping one course. Students who leave the College without completing the withdrawal procedure will receive failing grades in all courses and will not be entitled to refunds.

Withdrawing students are entitled to refunds as follows, to be mailed within ten days of completed withdrawal:

a. Tuition:	Amount of Refund
During first week	75%
During second week	50%
During third week	25%
After third week	none

Tuition refund insurance is available on an optional basis to those who wish to insure against contingencies which require withdrawals after the third week. It is described elsewhere in this catalog.

- b. Board refund is allowed regardless of when withdrawal occurs. It is prorated on the basis of the number of meals served through the day withdrawal is completed.
- c. No refund is allowed for room charges, regardless as to when withdrawal occurs. The College reserves the right to reassign the room of a student who withdraws or goes on leave during any academic term.

Winter Term Refund Policy

Students who withdraw officially from the college, or are withdrawn by college action, and students who are granted a leave of absence by the Dean of the College before the beginning of the Winter Term may be eligible for certain refunds on board and tuition charges. Further information may be obtained from the Business Office.

Transfer Credits

Transfer credits from other institutions approved by the appropriate regional accrediting agency will be granted in full provided the courses taken correspond to work offered at St. Andrews. Courses passed with grades of less than “C” are accepted in transfer only if the student’s overall record at the previous institution averages “C” or above.

Summer Term

The College conducts a summer term including a wide range of courses for undergraduates, teachers, and selected high school students. Members of the St. Andrews faculty and visiting professors make up the faculty of the summer term. Contact the Director of the Summer Term for further information.

Summer Work at Other Institutions

Students desiring to receive credits toward graduation for summer courses at another institution must have the approval of their faculty adviser,

the chairman of the division in which the corresponding course is taught, and the Registrar. The institution in which work is taken must be fully accredited. Credit will be granted only for courses of college level which are also allowed toward graduation by the institution conducting the summer school. For credit the course must be completed at the "C" level or higher. The student is responsible for requesting the institution to mail an official transcript of summer work to the Registrar at St. Andrews as soon as courses are completed.

Correspondence Study

Full-time students may be enrolled in extension courses, correspondence courses, and courses for credit from other colleges or universities only if they get approval in advance from the Dean of the College. Credit toward the St. Andrews degree will not be allowed, however, unless the grade earned in the course is "C" or better.

Two approved academic courses taken by correspondence may be accepted by St. Andrews toward meeting graduation requirements.

St. Andrews International Program

St. Andrews sponsors and cooperates with other institutions in making available to students courses and programs abroad in international studies. These are primarily conducted in the winter and the summer terms. Independently or in cooperation with other institutions, individual students may work out a junior year abroad.

St. Andrews is an active member of several international consortiums, including SASASAAS, ASSIST and NCSCIE. St. Andrews has a reciprocal student exchange agreement with Kansai Gaidai University in Japan and is a cooperating member of the Central College Consortium of Colleges which sponsors semester study programs in England, Spain, France, Germany and Mexico. Each year, several St. Andrews students are accepted to study at St. Andrews University in Scotland.

Honors

The College seeks to encourage and formally recognize superior academic achievement. To that end, the College awards several academic honors:

ST. ANDREWS DISTINGUISHED SCHOLARS AWARDS — The College annually makes these awards to approximately 10 members of the incoming freshman class. These four-year scholarships, the highest academic awards of the College, are based on academic record, character, and leadership potential.

DEAN'S HONOR ROLL — The Dean's Honor roll recognizes freshmen and sophomores who have at least a 3.25 grade-point average, and juniors and seniors who have at least a 3.50 grade-point average, at the end of the Fall and Spring terms. In addition to the grade-point requirement, students must complete at least three regular courses during the term, must not make

below a grade of "C" on any course, and must not receive a grade of incomplete on any course during the term.

DEAN'S HIGH HONOR ROLL — The Dean's High Honor Roll recognizes students at the end of the Fall and Spring Terms who have at least a 3.75 grade-point cumulative average on at least six courses at St. Andrews and have met the requirements for the Dean's Honor Roll.

SOPHOMORE HONORS — Each spring the College awards Sophomore Honors to students who have earned a grade-point average of 3.25 or better through the winter term of the sophomore year.

ST. ANDREWS HONOR SOCIETY — Membership in the Honor Society is awarded to juniors and seniors who have earned an overall average of 3.25 or better on 14 courses at St. Andrews. Members serve as marshals at convocations and special events and members who are juniors serve as marshals at convocations and special events and members who are juniors serve as marshals at Commencement.

HONOR GRADUATES — St. Andrews bestows special recognition upon those students whose academic work has been of superior quality. Degrees are awarded with honors to those with a grade-point average of 3.50 and with high honors to students with a grade-point average of 3.75 or better. Transfer students will be evaluated for honors on an individual basis by the Faculty.



Curriculum

The St. Andrews curriculum assumes that education is more than an identifiable body of knowledge and rigid discipline of study. Its core is St. Andrews Studies which begins with Freshman Tutorials and ends in the Senior year with Interdisciplinary Seminars. Sciences in the required Freshman courses are also treated as interrelated studies for understanding the physical and natural environment of human life. The curriculum will not permit a complete and precise listing of courses and programs, since students are encouraged to design their own programs to meet individual needs and goals.

St. Andrews Studies

Director: Richard Prust

St. Andrews Studies is a three-year, general education program in the fine arts, the humanities, and the social and behavioral sciences required of freshmen, sophomores, and seniors. The program moves from the development of skills of critical inquiry and a progressive consideration of disciplinary methods converging in an interdisciplinary understanding of the contemporary world. All three levels engage the student in serious consideration of moral values. Each course offers a variety of options in format and content. These options will vary from year to year. Common learning experiences in small and large groups — festivals, concerts, films, lectures, workshops, etc. — complement the courses.

101, 102 Freshman Tutorials

4 hpw

Develop intellectual, imaginative, and social skills in the context of learning groups of 15-18 students led by faculty and advanced student advising teams. Tutorials in the fall term concentrate on informal writing, self-understanding, and the nature of liberal learning, while encouraging students to explore academic and career options for the college years and beyond. Spring term tutorials emphasize the development of formal skills in expository writing and one other communications skill.

201, 202 Sophomore Disciplinary Studies

4 hpw

Introduces the methodologies of the arts, the humanities, and the social and behavioral sciences and fosters and appreciation of the distinctiveness, value, and limitations of the disciplines. The focus for each semester is either in historical epoch or a geographic area of the world. Students approach the study of the epoch or geographical area in separate sections employing the methodology of an academic discipline. Two or more sections will meet together from time to time to share the results of their disciplinary study.

The junior year is designated as the time for intensive work in the major, and therefore, does not contain a St. Andrews Studies component.

401, 402 Senior Interdisciplinary Seminars

4 hpw

Explores issues and topics requiring resources and information from several academic areas reflecting the students majors. The emphasis is on the development of skills of interdisciplinary communication as well as refining the skills acquired in the first two years of the program. Seminars in the fall term deal with social issues in contemporary international society; seminars in the spring term focus on the transition from college into career and family life.

Selected Topics in Modern Science

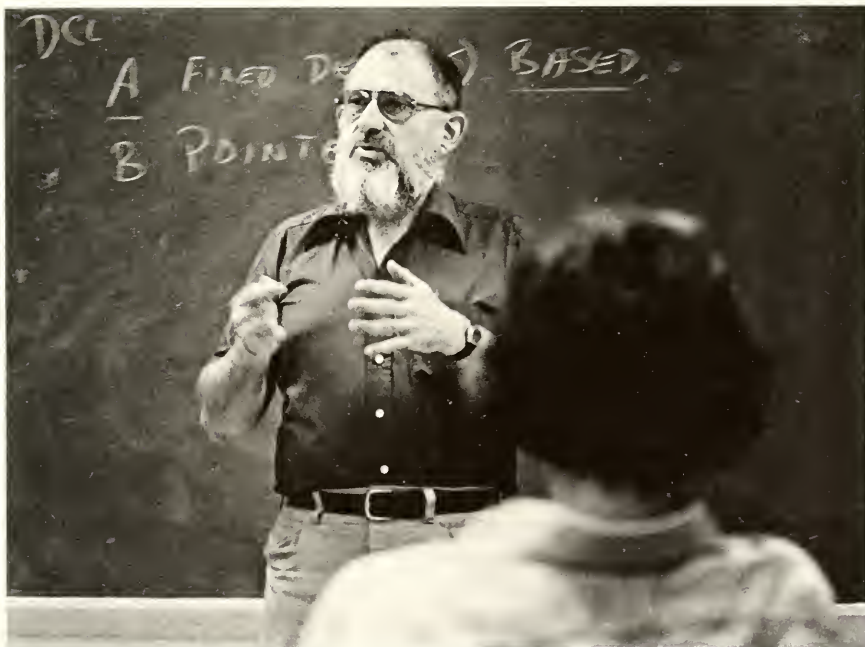
Chairman: Michael Torres

Selected Topics in Modern Science is a two course requirement for graduation and must be taken during the freshman year.

101, 102 Selected Topics in Modern Science

7 hpw

Selected Topics in Modern Science (STMS) conducts this study on the biological, chemical and behavioral levels. Typical of the topics presented to the freshman students are: (1) Human Genetics, (2) Human Reproduction and Development, (3) Drugs and the Human Mind, (4) Chemical Energetics, and (5) Bioethics. Laboratory sessions include introductory computer programming and a variety of inquiry-oriented projects. Fall Term: Lecture: four hours. Spring Term: Lecture: three hours. Laboratory: three hours.



Winter Term

The four-week winter term in January provides a time for experimentation, innovation and variety in learning experiences, and presents subject matter and areas of study not offered in the same form in the fall and spring terms. The winter term offers opportunities to explore new interests, to combine theory and experience, and to pursue work that lends itself to intensive application.

Winter term courses are required for graduation and are as important as regular term courses. A winter term course occupies a student's full academic time for the month. This means that students are expected to spend as much time on the one course during this short term as they are expected to spend on four courses during a given month in the fall or spring terms.

More than 40 courses are approved for the winter term each year and provide opportunities to study aspects of a discipline on campus, elsewhere in this country, or in Europe, Asia, Africa, or Latin America.

Students in the past several years have studied the theatre in London, archaeology in Mexico, marine biology in Puerto Rico, folk music in Scotland, and the secular city in New York. Others had internships in social work and special education through local and regional agencies.

Students have also studied the stock market and investments, African fiction, human genetics, the future, psychopharmacology, religious themes in Chinese art, statistical inference, transformational grammar, and contemporary British fiction. Students may also propose independent study projects for this term.

A student must take one winter term course for each full academic year in attendance at St. Andrews. A major program may require one winter term course. A student may choose no more than two winter term courses within the major.

St. Andrews welcomes to its winter term students in good standing at other accredited colleges and universities. Although it has no formal exchange agreements with other institutions, St. Andrews is willing to waive tuition for students from institutions which agree to do the same for St. Andrews students. Students interested in attending should obtain application and registration forms from the Coordinator of the Winter Term.

Summer Term

Attending Summer School at St. Andrews is an excellent way to experience the purpose and excitement of St. Andrews in a short time framework at a reduced tuition cost. St. Andrews in a short time framework at a reduced tuition cost. St. Andrews has two summer sessions, providing a variety of courses in almost all majors. In addition to regular college courses, there are many special programs for teachers, high school students, alumni and residents of the Laurinburg Community.

Interdisciplinary Major

Allied Health Major

The Allied Health major is a multidisciplinary program designed to prepare the student for clinical training experience in one of the allied health professions such as hospital administration, nursing, occupational therapy, physical therapy, or physician's assistant. After four years at St. Andrews obtaining a broadly based educational background, the student enters either a graduate school program or a certificate program.

The Allied Health major consists of fourteen courses, of which seven are junior-senior level courses. All majors are required to take a core of five courses consisting of Biology 211 and 212 (Concepts in Biology I and II), Biology 207 (Human Anatomy and Physiology), Mathematics 205 (Statistics), and Psychology 201 (General Psychology). The remaining ten courses are selected from course offerings listed in the catalog. The entrance requirements of the graduate or certificate program determine which courses are selected. These courses are approved by the academic advisor and the allied health committee.

The winter term enables St. Andrews to provide a unique opportunity to the Allied Health major — a preclinical internship in the chosen area. This internship, lasting one month on a full-time basis, offers the major the opportunity to examine the profession and to observe how course work relates to the profession.

A variety of careers in the health sciences may be pursued at St. Andrews where students can develop expertise in medically related skills such as electron microscopy, nuclear magnetic resonance spectroscopy, and gas chromatography.

Pre-medical and pre-dental students can acquire necessary background for professional training by completing courses in chemistry, biology, physics, and mathematics. Each student is urged to design, with the help of the pre-medical advisor, a course of study which will emphasize the student's areas of interest and also satisfy the entrance requirements of professional schools. Participation in the activities of the Health Club will give students a broad view of the health professions. Pre-medical and pre-dental students are encouraged to arrange winter term internships to obtain early experiences in the medical professions. Individualized courses of instruction, coupled with a four-year program designed to broaden the student's career options have enabled a majority of qualified graduates to pursue professional training of their choice.

The Allied Health Committee directs courses of study leading to careers in cytotechnology, hospital administration, nursing, radiation therapy, occupational therapy and optometry. Curricula which will provide for completion of precise requirements for entrance into the above professional programs are

designed by the student in consultation with the Allied Health Committee. A complete description of the Allied Health Major is described elsewhere (p. 41).

Medical technology certification and the Bachelor of Science degree are normally conferred after three years of study at St. Andrews and one year of clinical training at an American Medical Association-approved school of medical technology. The three-year program at St. Andrews is designed to meet minimal entrance requirements in the medical technology schools. St. Andrews has a special cooperative arrangement in the medical technology program with Cape Fear Valley Hospital, Fayetteville, N.C. (Over the past five years students have been accepted into the medical technology programs at Charlotte Memorial Hospital, Duke University, Medical College of Virginia, University of North Carolina, Chapel Hill, and University of Virginia.)

Curricula which prepare for physical therapy certification usually require two or three years of study at St. Andrews and one or two years of training at a school of physical therapy. The Burris Rehabilitation Center and programs in paraplegic and quadriplegic education and housing provide a unique experimental environment for the student of physical therapy at St. Andrews. Students interested in physical therapy will be advised by members of the Allied Health Committee.

Courses of study leading to careers in social medicine, cytotechnology, nursing, inhalation therapy, optometry, and veterinary medicine are also available. Curricula which provide for the completion of precise requirements for entrance into the above professional schools are designed by the student in consultation with the Pre-Medical Committee.

Internships

The Academic Internship is an exciting and challenging part of a St. Andrews education. It is a field-learning experience granted academic credit by the St. Andrews faculty in recognition of its learning value. Academic Internships are available in every program at St. Andrews for any student possessing the necessary academic and personal background to accomplish the stated internship goals. In recent years, hundreds of students, in all disciplines, have enrolled for internships. Internships can occur at any time of year and in almost every geographical location.

Thematic Contract Majors

In addition to the standard disciplinary and interdisciplinary majors listed in this catalog, students have the option of selecting a thematic major. A thematic major is an individualized contract major not specified in the catalog, listing a combination of courses from various major programs which are consistent with the theme of the major and with the student's goals and objectives. Examples of thematic majors include Journalism, Art History, Comparative Cultures, Children's Theatre, Communications, African Studies, Southern Culture, American Studies, Horticulture, Ecological Studies, College Administration, Legal Anthropology, Intercultural Studies, Occupational Therapy, Christian Education, Personnel Management, and Social Work. Thematic majors include guided independent studies, winter term courses, and internships and other field experience learning projects.

Students interested in thematic majors should confer with the coordinator of thematic majors.

In consultation with the coordinator of thematic majors each student who enters a thematic major contract will select at least two faculty advisors, one of whom will be selected as the principal advisor. The advisors must be approved by the coordinator of the contract majors. The coordinator and the faculty advisors will comprise the student's advising team.

Disciplinary Contract Majors

In order to allow as much flexibility as possible in each student's course of study, each of the college major programs offers the option of a disciplinary contract major. For information concerning a contract major, see the description under the specific program heading in the curriculum section of this catalog. Additional information may also be obtained by contracting the chairman of a specific major program.

Special College Programs

Continuing Adult Education

Each term, St. Andrews offers a variety of courses in the evening to serve adults in the Laurinburg community. The courses are usually in business-economics subjects and carry full college credit.

Continuing Education Unit (CEU) Courses

In the summer, St. Andrews provides a variety of courses for individual and institutional CEU credit. These courses are primarily designed for public school teachers and can be applied to teaching reaccreditation in N.C.

Senior Citizen Audit Program

Under the terms of this program, local citizens — age 55 and above can enroll in most regular courses at St. Andrews for a \$5.00 Registration Fee and a \$25.00 per course tuition. During the Fall and Spring terms there will usually be over 50 courses from which to select.

College Preview for Rising High School Juniors and Seniors

Under this program, rising high school juniors and seniors, ranking in the top fourth of their class, can enroll at St. Andrews during the Summer term for regular college courses. Participants receive college credit for the courses in which they enroll. This is an invaluable experience on which a student can base a decision regarding the choice of a college that best meets his or her needs.

Programs and Courses

The following pages list the approved course offerings at St. Andrews for the 1980-81 academic year under the three academic divisions of the College. The divisions and the programs of study under them are:

Division of the Humanities and the Fine Arts

- Art
- English
- Foreign Languages
- Music
- Philosophy
- Religion
- Theatre

Division of the Mathematical, Natural, and Health Sciences

- Biology
- Chemistry
- Physics
- Health and Physical Education
- Mathematics

Division of the Social and Behavioral Sciences

- Anthropology and Sociology
- Business and Economics
- Education
- History
- Politics
- Psychology

While every effort is made to schedule a well-balanced list of courses each year, some courses are offered only in alternate years.

In general, courses numbered between 100 and 299 are designed for freshmen and sophomores, and those numbered between 300 and 499 for juniors and seniors. Odd numbers are used for courses ordinarily offered in the fall term and even numbers for those ordinarily offered in the spring term. A year-long course is indicated by joining the course numbers for the two terms with a hyphen, e.g. 101-102. The abbreviation "hpw" following a course title refers to the number of hours per week the course meets.

The requirements for majors are outlined immediately preceding the list of courses offered in a given program.

Most programs of study listed in this catalog provide for Special Studies and Guided Independent Study. The college-wide descriptions for each follow and will not be repeated in each program.

190, 290 Special Studies
390, 490

This course, initiated by the professor, provides opportunity for small classes to do intensive study of research in some special field under faculty direction. The level of work will be indicated by the course number used.

195, 295 Student Internships
395, 495

This provides for an internship initiated by the student or by the professor. The internship proposal must be submitted to the program and division on the proper forms for approval. The level of work will be indicated by the course number used.

199, 299 Guided Independent Study
399, 499

This provides for a project initiated by the student. The project must be submitted to the program and division on the proper forms for approval. The level of work will be indicated by the course number used.

Students are urged to familiarize themselves with various divisional requirements for Guided Independent Study and to plan their independent study projects early in order to meet specific division deadlines for submission of their projects.



Division of the Humanities and the Fine Arts

Chairman: Arthur McDonald

Programs

Art
English
Foreign Languages
Music
Philosophy
Religion
Theatre

Majors

Art
English
French
Literature
Modern Languages
Music
Philosophy
Religion
Theatre

Art

Assistant Professors Linehan and Woodson (Chairman)

Major in the Visual Arts

The art program offers the art major a balanced program in basic studio courses and art history with more specialized options listed below. For the student interested in art as a vocation, for teaching, or for further study in graduate school, the following courses are required:

Studio Art: 122, and two from the following: 123, 211, 207
Introduction to the Visual Arts: 111
Art History: 261, 262
Seminar in Modern Art: 360
One course in either music or theatre

In accordance with the general college guidelines, the student will work out a contract acceptable to the art faculty. The contract must include at least

twelve courses, and four of these courses must be art courses at the 300-400 level.

The non-major is encouraged to take any of the course offerings in art. Students who have an interest in a particular art medium or area of art history not appropriate to a regular course may apply for Guided Independent Study or Advanced Studies in Art. Students with interests related to other fields, such as medical illustration, art restoration, art criticism, or museum curatorship may contract for a thematic major.

Courses in Art

- | | | |
|-------------|--|--------------|
| 111 | Introduction to the Visual Arts | 3 hpw |
| | A foundation course designed to develop the student's ability to respond to visual images created by man. It is intended to enable the student to recognize and describe his or her own physical, emotional, and intellectual responses to visual works of art. The course is to be differentiated from an art history survey course, in that the content of the course will not be presented historically. Emphasis is on the observer's awareness of the formal and sensuous aspects of the arts as well as the imaginative content that can be transmitted in this "language." Lecture, discussion, slide presentations, offered Fall Term. Open to freshman and non-majors. Required for majors. | |
| 122 | Drawing I | 6 hpw |
| | An introduction to fundamental drawing problems, stressing line, marks, and space using a variety of media. Required for majors. | |
| 123 | Sculpture I | 6 hpw |
| | A course to develop, through studio problems, an awareness of the expressive potential of three-dimensional form. Basic modeling and casting techniques. | |
| 207 | Printmaking I | 6 hpw |
| | An introduction to printmaking in black and white with an emphasis on intaglio printing and some consideration of relief printing. Prerequisites: Art 111 and Art 122. | |
| 211 | Painting I | 6 hpw |
| | An introduction to the problems and principles of painting in various oil and/or water soluble media. This study will include color theory, composition, and traditional painting techniques as well as viable alternatives. Prerequisites: Art 111 and 122 or consent of instructor. | |
| 222 | Drawing II | |
| | A continuation and expansion of Art 122 with additional emphasis on compositional problems. Prerequisite 122. | |
| 223 | Sculpture II | 6 hpw |
| | Further exploration of three-dimensionality using a variety of materials and techniques. Modeling, assemblage, carving. Prerequisite 123. Six studio hours. | |
| *261 | Art History Survey I | 3 hpw |
| | A study of the sociological, technical, and aesthetic implications of the visual arts produced in their changing historical context from prehistory through the late Gothic periods. | |

*offered every other year

262	Art History Survey II	3 hpw
	A study of the sociological, technical, and aesthetic implications of the visual arts produced in their changing historical context from the early Renaissance to Impressionism.	
263	Aesthetics	3 hpw
	See Philosophy 213 for a description of this course.	
307	Printmaking II	6 hpw
	A continuation of Art 207 with the introduction of serigraphy and color work in intaglio and relief printing. Prerequisite: Art 207.	
311	Painting II	6 hpw
	A continuation and expansion of Art 211 with additional emphasis on individual exploration of various media, surfaces and supports as well as the investigation of scale. Students will be encouraged to develop a rationale for painting. Prerequisite: Art 211 or the consent of Instructor.	
321	Art in the Elementary School	3 hpw
	A course designed to meet the needs of elementary teachers. A study of studio methods applicable to the elementary grades, and a survey of recent thinking with regard to art programs at that level. Combined lecture and studio.	
322	Drawing III	6 hpw
	A further investigation of drawing media and methods concerned primarily with personal investigation and the development of criteria with which to cope with the concerns and parameters of the modern draftsman. Prerequisites: 122, 222.	
323	Sculpture III	6 hpw
	Further exploration of three-dimensional form with special problems in casting techniques, welding, and carving in wood or stone. Prerequisites: 123, 223.	
360	Seminar in Modern Art	3 hpw
	An investigation of the art of the twentieth century. The study of art criticism and aesthetics will be integral to the chronological analysis of art created during this period. Prerequisite: Either 111, 261, or 262.	
407	Printmaking III	6 hpw
	A continuation of the work in Printmaking II with an emphasis on further investigation of traditional and non-traditional techniques. Prerequisites: 207, 307.	
411	Painting III	6 hpw
	Painting III is a continuation of the work in Painting II, with additional emphasis on investigation of materials and various media and the development of a personal metaphor. Prerequisite: Art 311.	
422	Figure Drawing	6 hpw
	A study of the human figure from a live model. Prerequisite: 12 hours studio in any medium.	

*offered every other year

380, 480 Advanced Studies in Art

This course will be a coordinated seminar of independent projects dealing with advanced problems in various media. Specific objectives and responsibilities will be student formulated at the beginning of the course and pursued within the framework of the elected medium. Prerequisites: both levels of the medium chosen plus instructor's approval.

Sections: A. Drawing
B. Printmaking
C. Painting
D. Sculpture
E. Art History

195, 295, Internships

395, 495

Special Studies

190, 290

390, 490

199, 299. Guided Independent Study in Art

399, 499



English

Professors Bennett, White; Associate Professor Bayes (Chairman); Assistant Professor Osmanski

Major in English

The English major provides a concentration in humane learning as an end in itself. It also prepares students for entry into graduate studies in English or for admission to professional studies in law, social services, and theology. When the necessary sciences are also studied it prepares students for admission to schools of medicine and dentistry. Governmental and business agencies desire English majors for executive training. With selection of prescribed courses, an English major leads to teacher certification.

Courses of study within the English major are designed to meet the needs of the individual student. English majors will contract with the English faculty the courses to be taken in their degree program. Students will be invited to contract English majors of the following kinds, or to propose alternatives that more adequately meet their needs: the major in English and American literature (primarily for persons anticipating graduate study in literature); English for the public schools; English with an emphasis in journalism and other media; English with an emphasis in imaginative writing; English for careers in the Church; English for pre-law; English for business careers; English for pre-medical and health careers; English for civil service careers.

Contracts will be developed that are mutually agreeable to the English faculty and the student, and that include serious studies in English while drawing upon other resources of the College that point toward particular vocations. No fewer than 10 courses must be stipulated in the contract, of which at least 5 must be at the 300-400 level; no fewer than 6 English courses are to be included, of which at least 4 must be at the 300-400 level.

Courses in English

191	Expository Writing	
	A basic course designed to assist students with the presentation of their ideas clearly and precisely in acceptable written English. This course will concentrate upon skills of exposition — writing that explains, that analyzes, that persuades, that interprets, and that evaluates.	
209	Survey of the Literature of the United States	(See Literature 209)
210	Classics of the Western Literary Tradition	(See Literature 210)
211	Masterpieces of English Literature	(See Literature 211)
212	Literature of the Non-Western World	(See Literature 212)
215	Imaginative Writing	3 hpw
	Training and practice in the writing of verse, prose, fiction, and drama.	
251	Black American Literature	(See Literature 251)

- 301 Shakespeare 4 hpw**
A study of the major histories, comedies, and tragedies of Shakespeare against the background of the English Renaissance. Particular emphasis will be placed on the variety of critical approaches possible in a study of Shakespeare. Prerequisite: Junior standing or consent of the instructor.
- 302 Chaucer 4 hpw**
A detailed examination of *The Canterbury Tales* in the context of medieval aesthetics and literary forms. Recordings will be used to introduce the student to the sounds and structure of Chaucer's language. Prerequisite: Junior standing or consent of the instructor.
- 303 Aspects of the English Language 4 hpw**
An introduction to the nature of language, with emphasis on contemporary approaches to the structure of the English language. Prerequisite: Junior standing or consent of the instructor.
- 308 Victorian Literature**
A study of the major poets and essayists of Victorian England. Prerequisite: Junior standing or consent of the instructor.
- 310 Modern British and American Poetry 4 hpw**
Readings from a wide selection of modern British and American poets. Special attention will be given to Gerard Manley Hopkins, William Butler Yeats, Robert Frost, T.S. Eliot, Ezra Pound, and William Carlos Williams. Prerequisite: Junior standing or consent of the instructor.
- 311 The American Renaissance 4 hpw**
A study of the literature of the American Renaissance with particular emphasis on Emerson, Thoreau, Whitman, Hawthorne, Melville, and Mark Twain. Prerequisite: Junior standing or consent of the instructor.
- 312 American Fiction of the 20th Century 4 hpw**
A study of representative American fiction of the 20th century. Analysis of novels by such writers as Norris, Dreiser, Lewis, Hemingway, Faulkner, Dos Passos, Steinbeck, Wright, Warren, Bellow, Malamud, and Oates. Prerequisite: Junior standing or consent of the instructor.
- 313 The Art of Teaching English**
A study of the art and methodology of teaching English language and literature, including brief teaching experience in a secondary school. Not offered for credit toward the English major. This course is restricted to English education majors and is taught in conjunction with the student teaching internship.
- 314 Poetry and Non-Shakespearean Drama of the English Renaissance 4 hpw**
An examination of major poets and dramatists of the English Renaissance excluding Shakespeare. The course will focus on Spenser, Donne, and the Jacobean dramatists. Prerequisite: Junior standing or consent of the instructor.
- 316 The English Novel 4 hpw**
Representative works of the principal novelists in the English tradition. Analysis of novels by such writers as Fielding, Austen, Dickens, Hardy, Conrad, Woolf, Joyce, and Greene. Prerequisite: Junior standing or consent of the instructor.

- 312 Forms and Styles of Dramatic Literature** (See Theatre 312)
- 317 Literature of the Romantic Period** **4 hpw**
 A study of the chief poets and critics of English Romanticism. Prerequisite: Junior standing or consent of the instructor.
- 320 Playwriting** (See Theatre 320)
- 333 Journalism**
 A practical and theoretical study in editing newspapers and magazines, including examination of problems in editing for radio and television. Prerequisite: Typing ability and consent of the instructor. Seniors will have preference.
- 401 Milton** **4 hpw**
 Intensive reading of Milton's poetry with major emphasis on *Paradise Lost* and *Samson Agonistes*. Collateral readings from the prose. Prerequisite: Junior standing or consent of the instructor.
- 415 Advanced Imaginative Writing** **4 hpw**
 Practice in writing in one or more genres directed at the professional level concluding with a book-length manuscript. Parallel readings in contemporary criticism. Prerequisites: English 215 and consent of the instructor. Seniors will have preference.
- 190, 290 Special Studies in English**
390, 490
- 195, 295 Internship**
395, 495
- 199, 299 Guided Independent Study in English**
399, 499

Foreign Languages

Associate Professors Geffert (Chairman), Neylans; Assistant Professor Loftus

Any student planning a career with international interests (business, politics, etc.) or work in large metropolitan areas may wish to consider a series of foreign language courses to provide another marketable skill. The following group is highly recommended:

*111, 112	F.L. I, II
213	F.L. III
322	Adv. Comp. & Conv.
331	Culture & Civilization

*Prior language study may allow a student to omit F.L. 111, 112 and begin with the 213 course.

Contract Majors in Modern Languages

Contract majors involving various combinations of modern foreign languages, or combinations of modern foreign languages with various fields of study which a student wishes to relate to foreign languages (e.g., history, politics, the sciences, theatre, business, religion, etc.) are available. The program faculty and the student will work out a contract, in accordance with the general college guidelines, which is acceptable to the language faculty and to the student.

The general requirements are that the contract include at least twelve courses:

- a) a minimum of six 300-400 level foreign language courses;
- b) at least one course in linguistics;
- c) a minimum of five other courses, at least one of which must be on the 300-400 level.

Major in French

The French major consists of eight French courses above the 100 level usually including 213, 322 or 331, 341, 342 and at least three other French courses on the 300-400 level; a course in linguistics; and at least two courses in a second foreign language. With proper courses in education this program will provide for teacher certification.

Courses in French

111, 112 French Language I, II **3 hpw**

Communicating in French on a practical level. The grammar will be presented by means of comparisons and contrasts with the English language. This course assumes active participation by the student, both in and out of class.

213 French Language III **3 hpw**

Assumes a basic ability to use French. This course is individualized as much as possible to allow each student to acquire the particular vocabulary and skills necessary to his or her discipline or career objectives. Prerequisites: French 112 or advanced placement.

322 Advanced Composition and Conversation **4 hpw**

Designed for students who have acquired a working knowledge of the language, this course offers practice in advanced composition and conversation. Prerequisites: French 213 or permission of the French faculty.

331 French Culture and Civilization **4 hpw**

An introduction to French history, art and literature from the Middle Ages to the present, with emphasis on contemporary French and its influence in North America, Africa, and Asia. Prerequisites: French 213 or permission of the French faculty.

341 French Literature: Middle Ages to the 17th Century **4 hpw**

An introduction to French literature from the Middle Ages to the 17th century, presenting the major authors, schools, themes and techniques. Wide reading, oral and written reports. Prerequisites: French 213 or permission of the French faculty.

342 French Literature: 18th Century to the Present **4 hpw**

An introduction to French literature from the 18th century to the present, emphasizing the major authors, schools, themes and techniques. Wide reading, oral and written reports. Prerequisites: French 213 or permission of the French faculty.

421 Advanced French Literature (A, B, C, D, E, F) **4 hpw**

Presupposing a broad, general knowledge of the evolution of French literature from the Middle Ages to the present, this course considers particular authors, groups, themes or genres having a significant impact on French literature. The content of the course will vary, on a rotating basis, over a three-year period. Prerequisites: French 341, 342, or permission of the French faculty.

190, 290 Special Studies in French **390, 490**

199, 299 Guided Independent Study in French **399, 499**

Courses in German

- 111, 112 German Language I, II** **3 hpw**
Communicating in German on a practical level. The grammar is presented by means of comparisons and contrasts with the English language. This course assumes active participating by the student, both in and out of class.
- 213 German Language III** **3 hpw**
Assumes a basic ability to use German. This course is individualized as much as possible to allow each student to acquire the particular vocabulary and skills necessary to his or her discipline or career objectives. Prerequisites: German 112 or advanced placement.
- 322 Advanced Composition and Conversation** **4 hpw**
Designed for students who have acquired a working knowledge of the language, this course offers practice in advanced composition and conversation. Prerequisites: German 213 or permission of the German faculty.
- 331 German Culture and Civilization** **4 hpw**
An introduction to German history, art and literature from the Middle Ages to the present, with emphasis on contemporary German and its influence in North America. Prerequisites: German 213 or permission of the German faculty.
- 190, 290 Special Studies in German**
390, 390
- 199, 299 Guided Independent Study in German**
399, 499

Courses in Spanish

- 111, 112 Spanish Language I, II** **3 hpw**
Communicating in Spanish on a practical level. The grammar is presented by means of comparisons and contrasts with the English language. This course assumes active participation by the student, both in and out of class.
- 213 Spanish Language III** **3 hpw**
Assumes a basic ability to use Spanish. This course is individualized as much as possible to allow each student to acquire the particular vocabulary and skills necessary to his or her discipline or career objectives. Prerequisites: Spanish 112 or advanced placement.
- 322 Advanced Composition and Conversation** **4 hpw**
Designed for students who have acquired a working knowledge of the language, this course offers practice in advanced composition and conversation. Prerequisites: Spanish 213 or permission of the Spanish faculty.
- 331 Spanish Culture and Civilization** **4 hpw**
An introduction to Spanish history, art and literature from the Middle Ages to the present, with emphasis on contemporary Spanish, and its influence in North and South America. Prerequisites: Spanish 213 or permission of the Spanish faculty.

190, 290 Special Studies in Spanish
390, 490

199, 299 Guided Independent Study in Spanish
399, 499

Courses in Language

- | | | |
|------------|---|--------------|
| 251 | Introduction to Linguistics | 3 hpw |
| | Introduction to an understanding of language structures: phonetics, phonemics, and morphology. English syntax and grammatical systems, including transformational grammar, will be considered. The course will include a module encompassing the teaching of reading. | |
| <hr/> | | |
| 313 | Modern Foreign Languages in the High School | 4 hpw |
| | A study of methods, materials, and problems of teaching modern languages in the high school. Required for teacher certification. Does not count as a major course in French or Modern Languages. Normally offered as a part of the student teaching internship. | |

Literature

The faculty are from the English and Foreign Languages Programs.

Major in Literature

The literature major consists of two of the following literature courses: 210, 211, 212, French, German, or Spanish 111, 112, 213; and eight literature courses in English, French, German, or Spanish, or foreign literature in translation, at least seven of which must be at the 300-400 level. If appropriate, a course in literature in translation will carry the corresponding number of the foreign language course. It is assumed that a literature major will be interested in exploring a wide range of these literatures.

Contract Majors in Literature

Literature also offers three contract-major options:

1. Preparation for Comparative Literature
2. Imaginative Writing and Translation
3. Literature with a Linguistics/Language Concentration

General Requirements for the contract-major options:

1. Courses in at least three different national literatures
2. Literature 210; *Classics of the Western Literary Tradition*
3. English 301: *Shakespeare*
4. Two terms of a foreign language

Specific requirements and recommendations for the contract-major option:

1. Preparation for Comparative Literature:
 - a. English 302: *Chaucer* (strongly recommended)
 - b. A second foreign language (strongly recommended)

2. Imaginative Writing and Translation
 - a. English 215: *Imaginative Writing* (required)
 - b. English 415: *Advanced Imaginative Writing* (required)
 - c. Similar courses (e.g., *Playwriting*) are strongly recommended.
3. Literature with a Linguistics/Language Concentration
 - a. English 303: *Aspects of the English Language* (required)
 - b. Language 251: *Introduction to the Study of Language* (required)
 - c. Philosophy 210: *Introduction to Logic* (required)
 - d. Mathematics 110: *Logic, Proof and Systems* (strongly recommended)

Courses in Literature

- | | | |
|------------|--|--------------|
| 209 | Survey of the Literature of the United States | 3 hpw |
| | An overview of American Literature from Colonial times through the present. (Also offered as English 209) | |
| 210 | Classics of the Western Literary Tradition | 3 hpw |
| | Studies in the major formative classics of the West. Emphasis will be on the continuing significance of these texts for understanding the human condition. (Also offered as English 210.) | |
| 211 | Masterpieces of English Literature | 3 hpw |
| | A survey of major works of English literature. Readings will generally be drawn from Beowulf, Chaucer, Spenser, Milton, Donne, Dryden, Pope, Johnson, Wordsworth, Shelley, Keats and Browning. Special attention will be given to themes of perennial interest, such as love and death, man and woman, freedom and servitude. (Also offered as English 211.) | |
| 212 | Literature of the Non-Western World | 3 hpw |
| | Readings in selections of non-Western literature. Special attention will be given to these texts as indexes of culture, as clues to human values and thought-patterns, and as commentaries on cultural assumptions. (Also offered as English 212.) | |
| 251 | Black American Literature | 3 hpw |
| | The mind and spirit of the American Negro as expressed in his literary art. Works by 20th century black Americans such as W.E.B. DuBois, James Weldon Johnson, Claude McKay, Jean Toomer, Langston Hughes, Richard Wright, Ralph Ellison, James Baldwin, Melvin B. Tolson, Gwendolyn Brooks, LeRoi Jones, and Don L. Lee. | |
| 253 | Modern Japanese Fiction | 3 hpw |
| | Considerations of contemporary Japanese cultural, social and aesthetic values seen through the novel and short story. Kawabata, Mishima, Tanizaki, Oe, and Dazai will be among those studied, as will such American authorities as Hearn, Benedict, and Richie. | |
| 307 | A History of the Motion Picture (See Theatre 307) | |

- 309 Modern Novel** **4 hpw**
 A study of representative novels of the 20th century. Analysis of novels by Lagerkvist, Gide, Mauriac, Camus, Bernanos, Silone, Paton, Unamuno, and Greene. Prerequisite: Junior standing or consent of the instructor.
- 310 Classic Theatre of Italy, Spain and France** **4 hpw**
 Selected examples from the classic theatre of Italy, Spain and France, with attention given to dramatic theory and criticism of the period. The impact and influences of these national theatres upon others will also be examined.
- 311 French Surrealism** **4 hpw**
 A study of the literary origins, development, theory, practice and influence of the Surrealist movement. Although special attention will be paid to Surrealist poetry, the novel, theatre and art will also be discussed.
- 312 Forms and Styles of Dramatic Literature** (See Theatre 312)
- 312 Selected Short Stories and Novels of Thomas Mann and Hermann Hesse** **4 hpw**
 The course will concentrate on literary structure, style, themes, leitmotifs, historical and cultural background. Readings will include Mann's *Death in Venice*, *Tonio Kröger*, *Mario and the Magician*, *Tristan*; and Hesse's *Beneath the Wheel*, *Demian*, *Steppenwolf*, *Narcissus and Goldmund*, *Siddhartha*.
- 190, 290 Special Studies in Literature**
390, 490
- 199, 299 Guided Independent Study in Literature**
399, 499

Music

Professor Horn, Assistant Professors Ellsworth, Kesselman (Chairman)

Major in Music

The student may choose a contract program in such areas as Music Performance, Music Theatre, Music Business, and Music History and Criticism. Those transfer students who wish to become a Music Performance major must audition for acceptance into this contract.

The contract major is designed to meet the needs and preferences of the individual student. Contract majors are individually developed by each student in consultation with the student's advisor and is subject to program approval. The contract must include no fewer than 10 courses, of which six must be on the 300-400 level. All music contracts must include Music 210, Music 211, and two of Music 300, Music 301, and Music 302.

Courses in Music

- 100 Music Fundamentals, Class Piano and Guitar 3 hpw**
Designed for the non-music major who wishes to gain an understanding of the basic fundamentals of music theory and the application of this knowledge in performing skill in piano and guitar. The course may serve as preparation for further study in music such as upper level history, theory, or literature courses, or private lessons in voice or instruments, as reinforcement for students, in teaching training programs, as a means of strengthening the background of music students with deficiencies, and in other ways.
- 210 Fundamentals of the Structure of Music I 4 hpw**
Designed to provide a foundation in basic musicianship. This course is an integrated study of notation, clefs, modes, scales, intervals, triads, beginning harmony, sight singing, ear training, melodic and rhythmic dictation plus keyboard harmony. Basic principles of harmony are emphasized.
- 211 Fundamentals of the Structure of Music II 4 hpw**
Designed to follow Music 210. This course is a continuation of integrated study applied to the harmonic language of the eighteenth and nineteenth century classicism. Principles of part writing and voice leading will be stressed. Prerequisite: Music 210 or permission of the instructor.
- 251 The Enjoyment of Music (Music Appreciation) 3 hpw**
A listening course designed for the non-music major. This is a basic course in the development of perception in listening to music for enjoyment.
- 300 Music of the Renaissance and Baroque Eras 4 hpw**
A historical/analytical study of music of these eras. This course consists principally of stylistic studies of these two periods with particular emphasis on common stylistic denominators.
- 301 Music of the Classical and Romantic Eras 4 hpw**
A historical/analytical study of these eras. This course consists principally of stylistic studies of these two periods with emphasis on the perfection of Haydn and Mozart, the struggle between form and content, and the rise of musical nationalism. To be offered Spring 1979.
- 302 Music of the Modern and Contemporary Eras 4 hpw**
A historical/analytical study of these eras. This course deals with the study of the expanding media and materials of modern music from impressionism to electronic music, with emphasis on the words of Debussy, Stravinsky, Schoenberg, Hindemith, and Bartok. To be offered Spring 1980.
- 310 Advanced Studies in the Structure and Styles of Music I 4 hpw**
Continuation of music theory. Emphasis will be on small form and analysis, tonicization, modulation, modal alterations, and use of the seventh and altered chords. Prerequisite: Music 211.

311 Advanced Studies in the Structure and Styles of Music II 4 hpw

Designed to follow Music 310. This is a continuation of the prior term with emphasis on large form analysis and counterpoint. Stressed will be the composing of original music in smaller forms. Prerequisite Music 310.

313 Music and Methods (K-12) in the Public Schools

Materials and methods for the music specialist. Emphasis will be placed on programing, curriculum, teaching, techniques and program building. Use of simple classroom instruments (such as the autoharp, piano, Orff instruments, etc.) will be applied. This course is restricted to music education majors and is taught in conjunction with the student teaching internship.

334 Folk and Ethnic Music of the World's Peoples 4 hpw

An introduction to Ethnomusicology with emphasis on African, native American, Eastern European, and Asian music. Attention is given to cross-cultural quantitative analysis of traditional singing styles in their social and cultural contexts, as well as folk instrumentation and acculturation theory. The ability to read music is not required. (Also offered as Anthropology 334.)

353 Music in the Elementary School 4 hpw

A study of the fundamentals of music and the methods and materials for teaching music in elementary school. This course is designed for education majors in accordance with the requirements of the state of North Carolina. This class will organize into sections according to musical development, working together at least one meeting per week in examination of current classroom materials.

404 Practicum in Conducting and Vocal Technics 4 hpw

The student will be required to spend half of the time in the classroom with emphasis on vocal technique with the other half spent as "assistant conductor" in an ensemble.

451-452 Piano Pedagogy and Literature 4 hpw

A study of the materials and methods of piano literature and teaching techniques. Lectures will be given on materials and there will be supervised practice teaching.

455-456 Voice Pedagogy and Literature 4 hpw

A study of the methods of solo voice techniques for studio and class teaching. This will include a historical study of solo voice literature from Elizabethan song through the 20th century.

190, 290 Special Studies in Music
390, 490

199, 299 Guided Independent Study in Music
399, 499

Applied Music

Applied music study is open to all students of the College at the special fee scale listed in the cost section of this catalog. Lessons are available on a half-hour or hour basis. The half-hour lesson is principally designed for the non-major with four terms equaling a course credit. These credits can be interchanged with ensemble credits to create a course credit. (Two half-hour lessons plus two ensembles equal a course credit.) The hour lesson when combined with an ensemble during the same semester will constitute one course credit.

Ensembles

Ensembles are open to all students of the College. Students enrolled in performing organizations are required to participate in all performances of such organizations. Offered each fall and spring term, ensembles carry one course credit upon completion of four terms of ensemble work. Ensembles completed as a part of a music lesson do not receive separate credit.

St. Andrews College and Community Chorale
St. Andrews Chamber Singers
St. Andrews Jazz Ensemble
Chamber Ensembles

Music Lessons

000 Beginning Study (non-credit)
100 First Level of Lessons
200 Second Level of Lessons
300 Third Level of Lessons
400 Fourth Level of Lessons

The numerical levels of performance correspond with the areas listed in the music program handbook. Studio lessons — in groups of two when applicable — will be given on levels 0 to 2. Individual lessons will be given to those students who perform on levels 3 and 4.

The second digit refers to the applied area: 5-voice, 6-piano, 7-organ, 8-brass or percussion instruments and 9-woodwind or string instruments. The third digit refers to the semester in which the lesson is given.

Philosophy

Professor Alexander; Associate Professors Crossley, Prust (Chairman); Assistant Professor Ludlow

Major in Philosophy

Requirements for the standard major include 12 courses in philosophy

including Philosophy 210 and at least eight courses on the 300-400 level. For a student planning graduate work in philosophy the following courses are recommended: Philosophy 211, 301, 302, 303, 304, 401, and 408.

Contract Major

In addition to the standard major, the philosophy program offers students options of designing and contracting a major which has an emphasis in some areas of study the student wishes to relate to philosophy (e.g., religion, politics, literature, physics, history, etc.), or with a particular pre-professional emphasis (e.g., pre-law, pre-theology, etc.). The terms of these contracts are negotiated by the applicant and the program faculty; the only general requirements are that 1) they include a minimum of eight courses in philosophy at least five of which are at the 300-400 level, and 2) the contract include twelve courses at least six of which are at the 300-400 level.

Courses in Philosophy

Courses on the 100-200 level are open to first and second year students. Courses on the 300-400 level are designed for juniors and seniors and are open to others only by special permission.

100	Introduction to Philosophy	3 hpw
	Consideration of basic problems of philosophy, such as the nature of reality, the possibilities of human understanding, the relation of the mind to physical existence, the difference between right and wrong, the relation between the individual and society. Recommended as a first course in philosophy.	
210	Introduction to Logic	4 hpw
	A study of traditional and Aristotelian logical structures and categories, including the necessary components of an argument, analyses of arguments presented in ordinary language, recognition of arguments containing informal fallacies, and inductive or inferential processes.	
212	Ethics	3 hpw
	An evaluation of historical alternatives which confront people today: the meaning of such categories as right and wrong, good and evil, and justice and injustice.	
213*	Aesthetics	3 hpw
	A critical examination of what men have considered beautiful and perceptually satisfying or pleasing. The course involves a historical study of the norms used to evaluate the beautiful as well as a systematic study of the relation of beauty to reality, to the beholder, and to the artist.	
214*	Philosophy of Religion	3 hpw
	A survey of the various philosophical investigations of religious experience and truth claims. Rational, empirical, existential, and analytic approaches will be explored for their answers to a number of problems, such as the basis for religious truth claims, the	

*Normally taught in alternate years.

relationship of religious truth to historical and scientific truth, the validity of arguments for the existence and nature of God, and the differences between Eastern and Western religious thought.

- 215* Philosophy of Science 3 hpw**
 A systematic and critical study of the methodologies of the social and natural sciences, including an analysis of their presuppositions, sources, concepts and aims. The course also examines assumptions about the nature of man, including the indeterminate aspects of man's participation in and knowledge of the world. Recommended for students in the social and natural sciences and students in the humanistic disciplines who wish to reflect upon the scientific enterprise.
- 216* Existentialism 3 hpw**
 The philosophy of existence, studied through the works of such thinkers as Nietzsche, Sartre, Jaspers, Berdyaev, Ortega, Buber, and Camus. Existentialism in its influence in political theory, literature, and the fine arts is also treated.
- 301* The Beginnings of Philosophy 4 hpw**
 The history of Hellenic and Hellenistic philosophy from its beginnings in myth and religion. Emphasis upon the major thinkers and movements of the Greek world, beginning with the pre-Socratics, and concluding with philosophy in Roman times. Concentration upon Plato and Aristotle.
- 302* Jewish, Christian and Islamic Philosophy 4 hpw**
 A study of philosophy as created by Jewish, Christian, and Islamic cultures and of the problems posed for philosophy by the monotheistic faiths. This course will consider the background and contributions of such men as Augustine, Anselm, Averroes, Maimonides, and Thomas Aquinas. Several modern thinkers in these religious traditions will also be considered.
- 303* Modern Philosophy and the Scientific Revolutions 4 hpw**
 A study of the impact of modern science on Western philosophy and the response of major thinkers to changes in views of the world and man. The course concentrates on the major figures from Descartes to Kant.
- 304* Recent Philosophy and the Social Revolutions 4 hpw**
 A study of the development of thought from Kant to Hegel and of the varieties of reaction to Hegelianism, including Kierkegaard, Nietzsche, and Marx. Some consideration will be given to other nineteenth century philosophers.
- 311* Advanced Logic 4 hpw**
 A study of the modern developments in logic which extend the formal structures to include not only categorical sentences and syllogistic forms but also truth-functional logic and quantificational symbol systems. Prerequisite: Philosophy 210.
- 401* Contemporary Philosophy of Language Analysis 4 hpw**
 An investigation of the various schools of language analysis which have developed in this century. Russell, Wittgenstein, the logical positivists, G.E. Moore, and such contemporary thinkers as Austin, Strawson, and Ryle will be considered. Prerequisite: Philosophy 210.

*Normally taught in alternate years.

403* **Phenomenology** **4 hpw**

An examination of the origins of this influential contemporary philosophy in Husserl and a study of its development in other contemporary thinkers such as Max Scheler, Maurice Merleau-Ponty, Erwin Straus, Paul Ricoeur, and John Wild.

404* **American Philosophy** **4 hpw**

An investigation of American contributions to philosophy. Emphasis upon the works of James, Royce, Santayana, Whitehead, and Dewey.

406 **Advanced Problems in Philosophy** **4 hpw**

A critical examination of current philosophic problems and their historical antecedents, with special attention given to the students' abilities to face these problems creatively and imaginatively. Prerequisite: senior standing.

408 **Religions of South Asia (See Religion 408)**

190, 290 **Special Studies in Philosophy**

390, 490

199, 299 **Guided Independent Study in Philosophy**

399, 499

*Normally taught in alternate years.



Religion

Professor Bullock (Chairman); Associate Professor Crossley; Instructor Paul

Major in Religion

Requirements for the major in religion include 10 courses, of which 6 are required (2 in Biblical studies, 2 in history of religions, and 2 in theology and ethics) plus 4 electives. At least 6 courses must be 300-400 level courses. A contract major in religion in which the student, aided by a faculty adviser, designs a major program acceptable to the student and the religion faculty is available. The religion program also participates in the development of thematic majors.

Graduate schools usually require reading competence in French and German. Courses in these languages are therefore strongly recommended for anyone planning graduate studies.

Courses in Religion

Courses on the 300-400 level are designed for juniors and seniors and are open to others only by special permission.

- | | | |
|------------|--|--------------|
| 103 | Introduction to the Study of Religion | 3 hpw |
| | An introduction to the fields and methodologies in the study of religion. Descriptions and interpretations of the religious dimensions of human life will be examined in the context of liberal learning. | |
| 106 | Early Christianity | |
| | An historical study of the development of Christianity from its beginnings to 200 A.D. This will include a study of the New Testament literature, the Apostolic Fathers, the apocryphal gospels, and the varieties of Christianity which developed within the period. Particular emphasis will be placed upon the study of Jesus in relation to the early Church. | |
| 206 | The Old Testament World | 3 hpw |
| | A study of the East Mediterranean coastlands during the Iron Age and including the Hellenistic Period. The course will examine the geographical, technological, literary, and cultural developments of this 1,000 year span in which many of the Western world's most significant characteristics emerged. | |
| 213 | Christian Ethics and Contemporary Social Issues | 3 hpw |
| | An investigation of the fundamental problems of Christian ethics. This course seeks to develop the student's ability to make practical ethical decisions as well as to comprehend the basic approaches to Christian ethics. Several areas of moral concern will be dealt with in the form of case studies. Such areas may include human sexuality, racism, sexism, politics, Marxism, and crime. | |

- 217 Religions and Philosophies of the East**
- A study of some of the major religions and philosophies of the non-Western world. Topics covered may include Buddhism, Hinduism, Islam, Confucianism, Judaism, and Zen. Special attention will be given to various religious and philosophical writings and to the social and historical contexts in which they arose.
- 304 The Biblical Prophets 4 hpw**
- An examination of the roots and development of the concern of Biblical religious faith and society. This course will focus on the Old Testament prophets.
- 307 Christianity before 1500 4 hpw**
- A study of both the history and the theology of the Christian religion from its origins to the conclusion of the medieval era. Emphasis will vary from year to year, but topics covered will generally include the formation of the creeds, the thought of Irenaeus, Origen, Augustine, and Thomas Aquinas. (This is the first semester of a two-semester sequence.)
- 308 Christianity since 1500 4 hpw**
- A study of both the history and the theology of the Christian religion from the Protestant Reformation to the present day. Luther, Calvin, Schleiermacher, Barth, and developments in American religion, Roman Catholicism, and modern religious thought will be covered. (This is the second semester of a two-semester sequence.)
- 401 Modern Christian Theology 4 hpw**
- A careful analysis of trends in modern Christian theology by means of investigating works of such figures as Schleiermacher, Troeltsch, Barth, Bultmann, Niebuhr, and Tillich, culminating in the reading of living theologians such as Langdon Gilkey. Roman Catholic and Jewish thought will also be considered. Prerequisite: At least one course (two are preferred) in Bible, theology, or ethics, or consent of the instructor. (Normally taught in alternate years.)
- 403 Paul 4 hpw**
- A study of the major ideas of the apostle Paul as these are found in his letters. Particular emphasis will be placed on the doctrines of God, man, and salvation. (Normally taught in alternate years.)
- 405 The Fourth Gospel 4 hpw**
- A study of the major themes in John with special emphasis on the author's adaptation to the cultural changes faced by the Church in the Hellenistic world. Attention is also given to the First Letter of John. (Normally taught in alternate years.)
- 408 Religions of South Asia 4 hpw**
- A study of the many diverse religions and philosophies of the Indian subcontinent over a period of 5,000 years, including Hinduism, Jainism, Buddhism, and Islam. Ancient Scriptures read in this course include the *Bhagavad Gita* and excerpts from the *Vedas*,

Upanishads, and Buddhist, Jainist, and Islamic texts. Prerequisite: One course in history of religions, a background in anthropology, history, or philosophy, or consent of the instructor. (Also offered as Philosophy 408; normally taught in alternate years.)

410 Religion in the Contemporary World

4 hpw

A comparative study of religious themes and issues related to modernization processes and contemporary values. Major spokesmen for the major religious traditions of the world will be considered.

199, 290 Special Studies in Religion

399, 490

199, 299 Guided Independent Study in Religion

399, 499



Theatre

Associate Professors McDonald, Ford (Chairman)

Major in Fine Arts with an Emphasis in Theatre

The fine arts major with an emphasis in theatre includes the following major requirements: nine theatre courses (Theatre 103, 203, 205, 311, 312, 404, 406, and two electives), Music 251, and one course in art.

In addition to the standard major, the theatre program offers students options of designing and contracting a major which has an emphasis in some area of study the student wishes to relate to theatre (e.g., music, English, literature, art, religion, physical education, history, etc.) or with a professional emphasis (children's theatre, religious drama, performance: acting/directing, scenic design, arts and recreation, etc.).

The terms of these contracts are negotiated by the applicant and the program faculty; the only general requirements are that 1) they include a minimum of eight courses in theatre at least five of which are at the 300-400 level, and 2) the contract include twelve courses at least six of which are at the 300-400 level.

Courses in Theatre

103 Public Speaking

An introduction to public speaking. The student will prepare and deliver a series of informative and persuasive speeches as well as participate in voice and diction exercises, extemporaneous speaking, and critical analysis of speeches.

203 Acting I

An introduction to the art of acting with the primary focus on the physicalization of character in reference to character development and depth. This laboratory course explores actor motivation through dance, mime, yoga, and vocal techniques as developed through group interaction.

205 Technical Theatre

This course seeks to familiarize the student with the basic skills of stagecraft. Set construction, prop construction, technical terminology, and basic lighting techniques comprise the major emphases of this lecture /lab course. Some production crew work with the Highland Players' presentations will be required.

304 Acting II

This laboratory acting course for advanced students of acting deals predominantly with scene work in conjunction with acting styles. The acting student will discover various techniques in character analysis, action, emotional response, and movement.

307 A History of the Motion Picture

An introduction to the film as an art form in the twentieth century. Films by directors

such as Griffith, Eisenstein, Lang, Renoir, Bergman, Truffaut, and Welles will be seen, analyzed, and discussed so that the student can gain an awareness of the history of the film and an ability to view films critically.

311 History of the Theatre

An introduction to the study of theatrical production in previous ages. Through research, lectures and discussions the class will examine theatre practices from the Greeks to the moderns with the focus on the actor and the elements (architecture, staging methods, scenery, etc.) that support him as a performing artist.

312 Forms and Styles of Dramatic Literature

A survey of play scripts from the ancient Greeks to the contemporary period. The class will read, analyze and discuss various styles (Greek, Elizabethan, Neo-classic, Romantic, Realistic, Absurd, etc.) of the major forms of drama (tragedy, comedy, and melodrama).

313 Teaching Theatre in the Schools

A study of the problems, solutions, and techniques of teaching theatre. In addition to the exploration of problems, the student of theatre education will explore curricula, teacher certification, teaching materials, and job opportunities. This course is restricted to theatre education majors and is taught in conjunction with the student teaching internship.

320 Playwriting

A beginning course in writing scripts for theatre performance. The course will provide the student with an understanding of dramatic structure and will create a critical environment for the writing of plays. Each student will read from works written and will analyze works prepared by classmates. There will be public performance of some of the plays if possible.

404 Directing

An introduction to the theories and practices of play direction. The class will discuss the tasks of directing in conjunction with workshop scenes to be staged in the class. At the end of the course each student will stage a play for public performance.

406 Scene Design and Stage Lighting

A composite course emphasizing two key areas of design: lighting and scenic design. The course encompasses the practical and theoretical elements of design and demands a working knowledge of light plots, working drawings, color renderings, and complete ground plans.

408 Filmmaking

An introduction to the techniques of filmmaking. There will be projects that will include scripting, motion picture photography, editing, sound recording, and lighting as preparation for the presentation of a film to be produced by each student. The student will furnish his own camera, film and recording tape.

380, 480 Problems in Technical Theatre

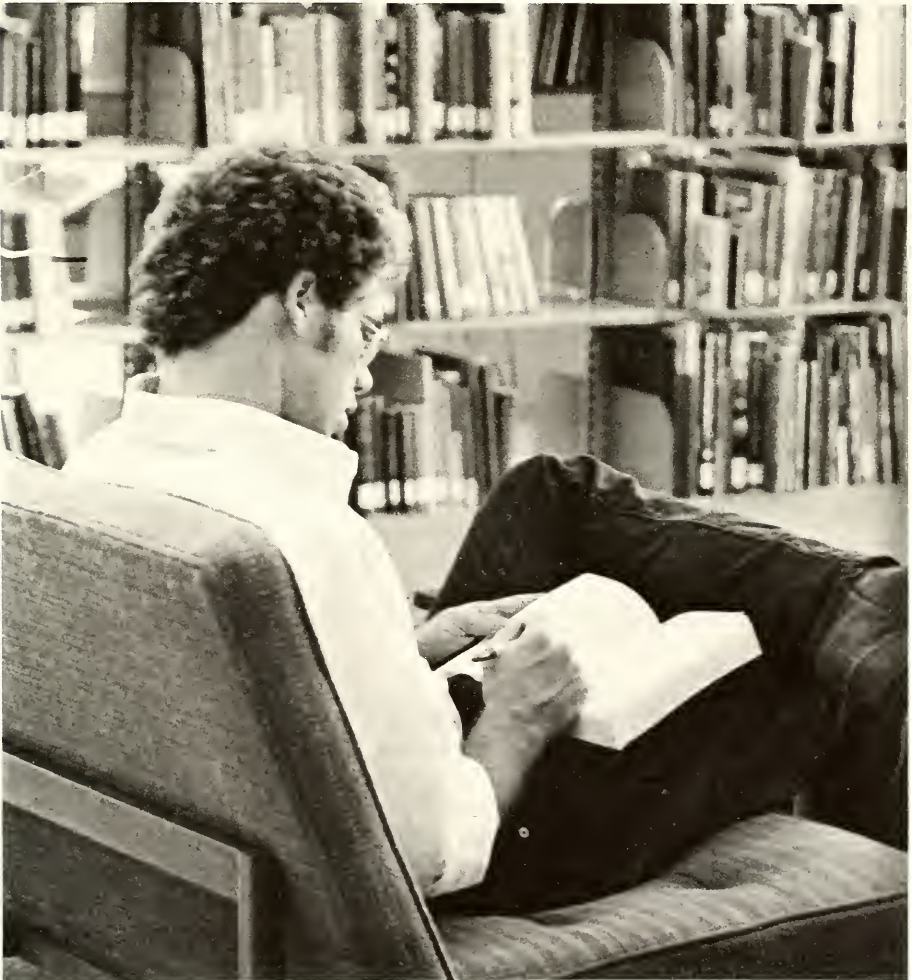
Directed projects in aspects of technical theatre design and construction (scenery, costumes, lighting, etc.) which will be planned, developed, and completed as a part of the production work of the Highland Players. Permission of the Theatre Program chairman is required.

**190, 290, Special Studies in Theatre
390, 490**

Topics for Special Studies have included: Pantomime, New Materials in Technical Theatre, Puppet Theatre, Experimental Theatre, and Shakespearren Production.

**195, 295 Internship
395, 495**

**199, 299 Guided Independent Study in Theatre
399, 499**



Division of the Mathematical, Natural, & Health Sciences

Chairman: David E. Wetmore

Programs

Biology

Chemistry

Mathematics

Physics

Physical Education

MAJORS

Allied Health

Pre-Medical

Pre-Dental

Pre-Veterinary

Pre-Paramedical

Biology

Business-Chemistry

Chemistry

Chemical Physics

Mathematics

Mathematics and Computer Science

Physical Education

Biology

Assistant Professors Applegate (Chairman), Torres; Instructor Jones

Major in Biology

The biology major is a contract major which is designed by the student with the aid of a faculty advisory team. The major requirements for both the Bachelor of Arts and the Bachelor of Science degrees consist of a program mutually acceptable to the student and the advisory team. The student program is then approved by the faculty of the Division of Mathematical, Natural, and Health Sciences. This flexibility enables pre-medical and pre-dental students to construct their major programs to meet the requirements of the specific professional schools of their choice. A student intending to go to graduate

school in biology or other related fields such as anthropology, sociology, or psychology may also tailor a program to the requirements of a particular school. Programs may also be constructed by the student who plans to teach in secondary schools or enter industry or government. Students who anticipate not using their biological training in graduate or professional studies may elect a series of courses which best meet the needs of their liberal arts education.

Courses in Biology

- 207 Human Anatomy and Physiology 6 hpw**
An introduction to human biology covering anatomical structure and function of various systems: skeletal, muscular, digestive, endocrine, nervous, urinary, reproductive, and integumentary. Intended for physical education, education, allied health, and social science students. Lecture: three hours; laboratory: three hours. Offered in spring term of even-numbered academic years.
- 211 Concepts in Biology I 6 hpw**
A concept-oriented course in biology that deals with the evolution, function and form of life through the development of the tissue level of biological organization. Lecture: three hours; laboratory: three hours. Offered each fall term.
- 212 Concepts in Biology II 6 hpw**
An investigation of the genesis of diverse forms and functions in living organisms. Interactions among plants and animals and their environment will also be studied. Lecture: three hours; laboratory: three hours. Prerequisite: Biology 211. Offered each spring term.
- 305 Embryology 7 hpw**
Chemical, physical, and morphological aspects of growth and development as exemplified by plants and animals. The concepts and relationships of fertilization, growth, differentiation, morphogenesis, systems control and feedback, and organogenesis are discussed. Lecture: four hours; laboratory: three hours. Prerequisite: Biology 212 or consent of the instructor. Offered in spring term of even-numbered academic years.
- 307 Environmental Biology 6 hpw**
An introduction to the basic concepts of environmental biology especially emphasizing population problems, ecosystem dynamics, and the mechanisms of evolutionary development. Lecture: three hours; laboratory: three hours. Prerequisite: Biology 212 or consent of instructor. Offered each fall term.
- 316 Plant Structure and Function 7 hpw**
A study of the anatomy and physiology of vascular plants examining the plant cell and its metabolism, anatomy of plant organs, mineral absorption and nutrition, translocation of water and solutes, plant hormones, and reproductive physiology. Lecture: four hours; laboratory: three hours. Prerequisite: Biology 212 or consent of instructor. Offered spring term of odd-numbered academic years.

- 321 Plant Diversity 7 hpw**
A study of the major plant divisions with emphasis on anatomy, morphology and evolution of living and extinct forms of algae, fungi, mosses and vascular plants. Laboratory is designed to reinforce lecture material. Lecture: four hours; laboratory: three hours. Prerequisite: Biology 212 or consent of instructor. Offered fall term of even-numbered academic years.
- 325 Evolution 4 hpw**
The study of the forces involved in evolution from the molecular to the organismal and population level. Topics treated in lecture include molecular and biochemical evolution, speciation and evolutionary genetics. Lecture: four hours; laboratory: none. Prerequisite: Biology 212 or consent of instructor. Offered fall term of odd-numbered academic years.
- 327 Genetics 7 hpw**
The study of hereditary characteristics as determined by eliminating units transmitted between generations in uniform predictable fashion. Topics treated in lecture include classic Mendelian genetics, bio-chemical genetics, developmental genetics and molecular genetics. Lecture: four hours; laboratory: three hours. Prerequisite: Biology 211, 212 or consent of instructor. Offered each spring term.
- 331 Microbial Biology 6 hpw**
A theory and practice study of microorganisms and their activities. Lecture topics include microbial physiology, microbial genetics, microbial immunology and microbial diseases. The laboratory will present the choice of either learning medical microbial laboratory techniques or molecular and microbial genetics techniques. Lecture: three hours; laboratory: three hours. Prerequisite: Biology 211. Offered fall term of even-numbered academic years.
- 332 Histology 7 hpw**
A detailed study of the tissues of vertebrate animals. The major thrust of the course is toward the identification and understanding of the functions of the tissues of the major organ systems of the vertebrate body. Additional information is offered on a few of the pathological states of human tissues. Lecture: four hours; laboratory: three hours. Prerequisite: Biology 211 or consent of instructor. Offered spring term of odd-numbered academic years.
- 411 Vertebrate Physiology and Anatomy 7 hpw**
Studies of the function and morphology of fish, amphibians and mammals will be undertaken. The major emphasis of the course will be on the physiology of these organisms. Lecture: four hours; laboratory: three hours. Prerequisite: Biology 212, 305 or consent of instructor. Offered fall term of even-numbered academic years.
- 412 Invertebrate Biology 7 hpw**
A study of animals without backbones and their adaptations to the vicissitudes of life. The major thrust of the course will be in the area of marine invertebrate biology. Lecture: four hours; laboratory: three hours. Prerequisite: Biology 212, 305 or consent of instructor. Offered fall term of odd-numbered academic years.

425 Plant Evolution and Systematics 7 hpw

A detailed study of evolutionary adaptations of anatomy, morphology and reproduction of the vascular plants. Systematic identification, modifications to habitat and field collections are stressed in the laboratory and on field trips. Lecture: four hours; laboratory: three hours. Prerequisite: Biology 212 or consent of instructor. Recommended: Biology 321. Offered spring term of even-numbered academic years.

442 Human Genetics 4 hpw

A study of the transmission of hereditary factors and their expression during the development and life of a human being. Lecture topics include chromosomes and their disorders, biochemical genetics and disorders, immunogenetics, multifactorial genetic diseases, environment and birth defects, and clinical applications of genetic knowledge. Lecture: four hours. Prerequisite: Biology 327 or consent of instructor. Offered spring term of odd-numbered academic years.

**190, 290 Special Studies in Biology
390, 490**

**195, 295 Internship in Biology
395, 495**

**199, 299 Guided Independent Study in Biology
399, 499**

Chemistry

Professor Blackburn (Chairman); Associate Professor Wetmore; Assistant Professor Stephens; Instructor Irvin

Major in Chemistry

The Chemistry major is a contract major in which courses of study are selected by the student with the aid of a faculty advisor. Once a list of specific courses has been agreed upon, it is submitted to the entire chemistry faculty and subsequently to the Division faculty for approval. Successful completion of the courses in the contract satisfies the degree requirements for Bachelor of Arts or Bachelor of Science. The flexibility of the program allows each student to direct his program towards a specific goal, such as medicine, dentistry, law, graduate study, teaching, or industrial employment.

The Chemistry curriculum offers a concept-centered approach that cuts across many traditional divisions of chemistry. The laboratory program is designed to develop skill and self-reliance in the use of research-quality instruments and in standard chemical measurements, and to illustrate central chemical principles.

Major in Chemical Physics

The interdisciplinary contract major in chemical physics has been designed by the division to open a field of study which is concerned with the fundamental understanding of matter at the molecular level. Students interested in this major should consult the program chairman.

Major in Business-Chemistry

The Chemistry Program participates in an interdisciplinary business-chemistry major designed for those with a strong interest in management in technically oriented fields. For major requirements, see the description under the Business Administration Program.

Courses in Chemistry

201	Structure and Reactivity	6 hpw
An introduction to the basic concepts of bonding and structure with emphasis on chemical periodicity and the atomic and molecular orbital theories of chemical bonding. Lecture: three hours; laboratory: three hours (See Laboratory I below). Prerequisite or co-requisite: Selected Topics in Modern Science 101 or consent of the instructor. Offered each fall term.		

- 206 Equilibria 7 hpw**
 A treatment of inorganic and organic reactions in solution with emphasis on equilibria calculations and applications to analytical chemistry. Lecture: Three hours; laboratory: three hours (See Laboratory II below). Prerequisite: Chemistry 201. Offered in spring term.
- 308 Analytical Instrumentation 7 hpw**
 Students will study the theory and practice of modern chemical instrumentation. Topics covered include spectroscopies, chromatographies and electrochemistry. In lab the students will investigate the principles of operation and troubleshooting equipment. Prerequisite: Chemistry 206 or permission of instructor.
- 311 Organic Chemistry I 6 hpw**
 An introductory treatment of organic reactions with emphasis on structure-activity correlations. Lecture: three hours (See Laboratory III below). Prerequisites: Selected Topics in Modern Science 101 or consent of the instructor. Offered each fall term.
- 312 Organic Chemistry II 7 hpw**
 An integrated study of organic reactions emphasizing structure, bonding, mechanisms, kinetics, and thermodynamics. Lecture: four hours; laboratory: three hours (See Laboratory III below). Prerequisite: Chemistry 311. Offered each spring term.
- 401 Thermodynamics and Kinetics 4 hpw**
 Elementary thermodynamics and kinetics are approached through a study of energy and entropy changes for macroscopic phenomena, rate laws, and reaction mechanisms. Lecture: three hours; laboratory: three hours. Prerequisite: Chemistry 206. Offered each fall term.
- 400 Bonding and Structure 4 hpw**
 The quantitative aspects of the theories of bonding and structure are emphasized. Molecular orbital theory is used to examine progressively more complex systems. Theoretical and practical aspects of spectroscopy are explored in the determination of molecular structures. Lecture: four hours. Prerequisite: Chemistry 201. Prerequisite or co-requisite: Physics 201. Offered each spring term.
- 404 Biochemistry 4 hpw**
 A study of the principles of chemistry as applied to biochemical systems. Lecture: four hours. Prerequisite: Chemistry 206, 311. Offered in even-numbered academic years, spring term.
- 406 Thermodynamics and Kinetics II 7 hpw**
 Applications of classical thermodynamics are investigated in relation to real gases, phase transitions, solutions and electrolytic solutions. Relationships between the macroscopic and microscopic are noted in the development of statistical mechanical concepts. The current literature is used to study recent developments in molecular kinetics and dynamics. Lecture: four hours; laboratory: three hours (See Laboratory VI below). Prerequisite: Chemistry 401. Prerequisite or co-requisite: Physics 202. Offered spring term of odd-numbered academic years.

190, 290 Special Studies in Chemistry
390, 490

Project-Oriented Laboratories in Chemistry

Laboratory I

Analytical Techniques and Introduction to Instrumentation

Development of basic skills in analytical laboratory techniques. Also includes hands-on experience with two major pieces of scientific equipment (e.g., gas chromatograph, infrared spectrophotometer, nuclear magnetic spectrometer, atomic absorption spectrometer, and ultraviolet/visible spectrophotometer).

Laboratory II

Analytical Techniques and Introduction to Instrumentation II

Continuation of Lab I

Laboratory III

Separations

Separation techniques will be applied to both natural materials and the products of syntheses carried out by the students.

Laboratory IV

Characterizations

Modern instrumentation is used in a concerted approach to the elucidation of the composition and structure of substances produced in the laboratory, the chemical manufacturing plant, and in nature. Emphasis is on complementary use of several instruments and on independent design of experimental strategy.

Laboratory V

Physical Measurements and Special Operations

An assortment of projects designed to illustrate principles of physical chemistry and the use of techniques for chemical operations at very low pressures, very low temperatures, and under inert atmospheres.

Mathematics and Computer Science

Associate Professors Morgan, Rolland, Somerville (Chairman)

Major in Mathematics

A student who wishes to major in mathematics enters into a contractual agreement with the mathematics faculty to do so. All such contracts require that the student take at least ten courses in mathematics and computer science (excluding Math 207, 208, 313), at least five of which must be at the 300-400 level. In order to insure some breadth of training within the discipline, the contracts also require one course in computer science; one course in probability or statistics; and Math 471, representing pure mathematics. A contract may be written with a particular emphasis in mind, such as statistics, secondary teaching, data processing, or the mathematics applicable to another discipline.

Students who plan to teach at the secondary level should take Math 330. Math 313 is required for Class A certification as a secondary teacher of mathematics in the North Carolina schools.

Major in Mathematics with Concentration in Computer Science

It may be stipulated in the contract that four of the courses will be in computer science and that the major will be designated as Mathematics with Concentration in Computer Science.

Courses in Mathematics

- | | | |
|------------|--|--------------|
| 110 | Logic, Proof, and Systems | 3 hpw |
| | A study of the language and logic used in mathematics. The course is designed to give the general liberal arts student (including math and science majors) insight into mathematics by focusing on the structure and logic rather than specific content areas. Topics include sentential, deductive and quantificational logic, valid arguments, strategies of proof, mathematical and non-mathematical systems. | |
| 115 | Elementary Functions and Coordinate Geometry | 3 hpw |
| | A foundation course which serves as a prelude to calculus. This course stresses concepts, particularly functions and approximations, and provides a glimpse of calculus. Intended for students with an average background in high school mathematics. | |
| 121 | Calculus I | 4 hpw |
| | The first course in differential and integral calculus. Primary attention is given to derivatives and differentials although an introduction to both definite and indefinite integrals is also included. Prerequisite: Math 115, Math 110, or permission of the instructor. Offered each spring term. | |

202	Calculus II	4 hpw
	A continuation of the study of differential and integral calculus. While the primary emphasis is on integration, the differentiation of certain functions not covered in Math 121, such as trigonometric ones, is also treated. Prerequisite: Math 121 or permission of the instructor. Offered each Fall Term.	
205	Statistics	3 hpw
	An introduction to elementary techniques of statistics. This course emphasizes the use of statistical inference in the study of population parameters and includes both estimation and hypothesis testing procedures. No prerequisite. Offered each Fall Term and Spring Term.	
207	The Real Number System and Its Subsystems	3 hpw
	An axiomatic study of the real number system is developed through investigation of other systems of numeration, the natural numbers, integers, rationals and irrationals. Emphasis will be on underlying concepts and techniques. This course is especially appropriate for elementary education majors. Students who enroll in this course should have had a year each of high school algebra and geometry.	
208	Structures of Algebra and Geometry	3 hpw
	The fundamental structures of elementary algebra and geometry are studied. Various algebraic and geometric systems are investigated. Students will gain experience in developing abstractions, logical deductions, and applications. This course is especially appropriate for elementary education majors. Prerequisite: Math 207.	
310	Multivariable Calculus	4 hpw
	The algebra of n -space, functions of several variables and their derivatives, directional derivatives, chain rules, extreme problems, multiple integrals, an introduction to line integrals, and Green's Theorem. Prerequisite: Math 202.	
313	The Teaching of Mathematics*	3 hpw
	A study of principles and objectives of secondary mathematics, general and specific techniques, organization of content and enrichment material including the history of mathematics. Prerequisite: permission of the instructor. Offered each spring.	
321	Linear Algebra	3 hpw
	A study of vector spaces, linear independence, linear transformations, the dot product in R^n , matrices of linear transformations. Prerequisite: Math 121 or permission of the instructor.	
330	Geometry	3 hpw
	A re-examination of geometry from a modern axiomatic viewpoint. The essential content of this course is Euclidean geometry. Prerequisite: permission of the instructor.	
340	Ordinary Differential Equations	3 hpw
	A study of methods for the solution of ordinary differential equations. Primary attention is given to the solution of linear equations and special nonlinear ones and to existence and uniqueness theory for the linear case. Prerequisite: Math 202.	

*These courses do not count toward mathematics major requirements.

361, 362 Introductory Real Variable Theory**3 hpw**

The real number system, set theory, countability of the rationals and uncountability of the reals, Euclidean spaces, Bolzano-Weierstrass and Heine-Borel Theorems, metric spaces, completeness, continuity, differentiation, the integral series of complex numbers, series of functions and series expansions are investigated. Prerequisite for Math 361: Consent of the instructor. Prerequisite for Math 362: Math 361. Offered on alternate years.

471 Algebraic Structures**3 hpw**

An introduction to the algebraic structure of groups, rings, integral domains, fields, and graphs. Prerequisite: Consent of the instructor. Offered on alternate years.

Courses in Computer Science**110 Introduction to Computer Science****3 hpw**

A foundation course in computer programming. This course introduces the student to algorithm construction, data structures, computer design and operation, and applications to various areas of study. Requires no previous experience with computer programming.

202 Artificial Languages**3 hpw**

A study of the fundamental structures of artificial languages. This course emphasizes formal definitions and specifications of syntax and semantics and compares the structures of a number of programming languages. Prerequisite: Computer Science 110.

301 Data Structures**3 hpw**

A study of the basic concepts of data organization. This course concentrates on the study of techniques for the storage and processing of information. Prerequisite: Computer Science 202. Offered on alternate years.

302 Operating Systems**3 hpw**

A study of the operation of large computer systems. This course includes the study of real-time, time-sharing, and large multi-programming computer systems. Prerequisites: Computer Science 202 and 301. Offered on alternate years.

**190, 290 Special Studies in Mathematics and Computer Science
390, 490****199, 299 Guided Independent Study in Mathematics and Computer Science
399, 499**

Physics

Associate Professor Rolland; Instructor Irvin

Major in Chemical Physics

A description of the major is given under the Chemistry Program.

Courses in Physics

- 201, 202 General Physics** **6 hpw**
Basic concepts in the classical fields of mechanics, heat, sound, light, electricity and magnetism, including introduction to modern physics. Lecture: three hours; laboratory: three hours. Prerequisite: Math 121. Offered fall and spring of odd academic years.
- 305 Analytical Mechanics** **6 hpw**
Development of new mathematical skills and deeper insight into classical mechanics are obtained through the study of the dynamics of particles and rigid bodies, harmonic oscillator, and introductory La Grangian and Hamiltonian mechanics. Lecture: three hours. Prerequisites: Physics 202, Math 202.
- 306, 307 Waves and Electromagnetic Fields** **6 hpw**
Classical analysis of periodic phenomena leads into the treatment of the electromagnetic field by Maxwell's equations. Systems treated include electro- and magnetostatics, electromagnetic waves and their interaction with matter, and radiation. Lecture: three hours. Prerequisites: Physics 202, 305, Math 310.
- 405 Quantum Mechanics** **4 hpw**
An introduction to fundamentals of quantum mechanics examining wave function, wave equation, operators, representations and perturbation theory. These tools will be applied to relatively simple systems such as the harmonic oscillator and the hydrogen atom. Lecture: four hours. Prerequisites: Math 310 and Physics 307.
- 190, 290 Special Studies in Physics**
390, 490
- 199, 299 Guided Independent Study in Physics**
399, 499

Science Education

- 313 Materials and Methods in the Teaching of High School Science** **5 hpw**
This course is designed to familiarize the student with the contents and objectives of modern high school science courses and with desirable methods of presentation. Prerequisite: Introductory courses in college biology, chemistry, and physics. This course is for those students planning to fulfill the requirements of the North Carolina State Department of Public Instruction and is usually offered as part of the internship term.

Health and Physical Education

Professor J. Smith (Chairman); Associate Professor Williams; Assistant Professors Betts, Riley; Instructor Barrett*

The Physical Education Program includes the major, the required program, intramural athletics, intercollegiate athletics, and informal recreational activities.

Major in Physical Education

Requirements for a major: a minimum of ten courses in Physical Education of which five must be at the 300-400 level. The major must include Physical Education 210, 211, 214, 314, and 403, and Biology 207 and Psychology 201. The major offers several career options: Teaching, adaptive work with the handicapped, and coaching.

Contract majors can be developed to suit the interests of individual students. A contract would include certain core courses in physical education, plus additional courses to be worked out with the student's advisor. The minimum number of courses in a contract would be twelve with at least five courses at the 300-400 level.

Students interested in teacher certification must include in their programs specified teacher education courses including an internship. Students with majors in Elementary Education may elect a concentration in physical education. Students with other academic majors may select appropriate physical education courses to prepare them for coaching interschool sports.

Students preparing for adaptive physical education programs for the handicapped should elect appropriate courses in biology, chemistry, and physics during the freshman and sophomore years.

Required Physical Education

Four terms of physical education activity courses are required of all degree candidates. These four activity courses emphasize preparation for "life-time sports" and, when completed, count as one of the 37 courses required for graduation. In addition, all freshmen and transfer students must demonstrate proficiency in swimming by passing a swimming test or else should enroll in Physical Education 101. Students who have not passed the swimming test by the beginning of their last expected regular term will be automatically enrolled in P.E. 101.

The first and second regular terms of required physical education must be specified activity courses, listed below. The third and fourth terms may be taken as follows:

1. Continuation in other activity courses.
2. Competency testing, available in selected activities each fall and spring term.

*on leave, 1980-81

3. Contracts for credit that may be worked out with the physical education staff members in the following areas:

- a. off-campus formal instruction by an expert in the activity.
- b. on-campus instruction by an expert in the activity.
- c. intramural athletics.

PE 250 (intercollegiate athletics), competency testing, and contracts are graded on a pass-fail basis.

Activity Courses (all activity courses are 2 hpw)



101 Beginning Swimming

Upon entrance into the College all freshmen or transfer students must take a basic swimming test. If that test is failed, the student is urged to register for this class. Fall and spring terms.

103 Adaptive Physical Education

In cooperation with a physical therapist and the physical education staff, a student with limited physical ability is placed in the adaptive program, and whenever possible, in some phase of the normal program. This course may be repeated by physically limited students to complete the one course requirement for graduation. Fall and spring terms.

110-115

110 Touch Football-Soccer

112 Handball

113 Raquetball-Squash

114 Conditioning and Development

115 Weight Training

120-126

120 Field Hockey - Volleyball

123 Raquetball

124 Modern Dance

125 Slimnastics

126 Self Defense for Women

127 Basketball/Volleyball

201-207201 Recreational Games - Bowling,
Billiards, Table Tennis

202 Badminton - Archery

203 Beginning Golf

204 Volleyball

205 Beginning Tennis

206 Water Polo

207 Intermediate Swimming and
Junior Life Saving

208 Tumbling - Gymnastics

209 Beginning Bowling

301-313

301 Advanced Bowling

302 Advanced Tennis

303 Advanced Golf

304 Advanced Tumbling &
Gymnastics

305 Folk Dance

306 Senior Life Saving

307 Water Safety Instruction

309 Squash

313 Advanced Weight Training

Theory Courses**210 Personal and Community Health****3 hpw**

A study of health information and basic attitudes toward health practices fundamental to wholesome living for the college student. Recommended for all students.

211 Introduction, History, and Principles of Physical Education, Health Education, and Recreation**3 hpw**

An orientation to the field of physical education, health education, and recreation. Basic principles of modern physical education and historical background, stressing aims and objectives.

- 214 Sports Medicine and Emergency Case 3 hpw**
Basic instruction in first aid methods for the home, school, and community. There will be further study of the prevention, care, and reconditioning of athletic injuries.
- 300 Principles of Adapted Physical Education 4 hpw**
An introduction into physical education for the exceptional student. Special emphasis will be placed upon understanding of physical and mental limitations and adapting the physical education program to these limitations. Two hours per week will be spent working with a handicapped student.
- 310 Organization and Administration 4 hpw**
A course dealing with the policies and problems of organization and administration of Health and Physical Education and Athletic programs in schools. It includes program construction in physical education, plant facilities, scheduling load, instruction evaluation, and financing of the program. Taught in alternate years.
- 311 Evaluation in Physical Education 4 hpw**
A course designed to inform the student in construction and effective use of written and skills tests. Emphasis on how to compare and use the results of the test. Taught in alternate years.
- 312 Team Sports: Skills and Techniques 4 hpw**
A detailed study of methods, materials, and techniques of teaching team sports. Emphasis on basketball, soccer, and baseball. Taught in alternate years.
- 313 Teaching Physical Education in the Secondary Schools 4 hpw**
Development of courses of study, instructional units, and lesson plans for secondary schools. Observations and abbreviated teaching experiences in junior and senior high schools. To be taken in conjunction with Education 420-421 Student Internship.
- 314 Kinesiology 4 hpw**
This course offers an analysis of movement to provide the means to understand and apply kinesiological principles to all phases of physical activity. Emphasis includes basic anatomy and motor behavior, analysis of movement, application of kinesiology to skills and psycho-social influence on how an individual learns and improves his performance. Taught in alternate years.
- 316 Individual and Dual Sports: Skills and Techniques 4 hpw**
A detailed study of methods, materials and techniques used in the teaching of individual and dual sports. Emphasis on track and field, tennis and golf. Taught in alternate years.
- 401 Recreation Activities and Therapeutic Exercise for the Exceptional Student hpw**
A practical approach to the organization and administration of recreational activities and therapeutic exercise programs for the exceptional student. Prerequisite: Physical Education 300. Two hours per week will be spent working with a handicapped student.
- 402 Physiology of Exercise 3 hpw**
Physiology of exercise is concerned with human functions under the stress of muscular activity; thus it provides a basis for the study of physical fitness and athletic training.

The course is organized into three parts: (1) selectively reviews the most pertinent areas of basic physiology; (2) relates this knowledge directly to practice in physical education, and (3) relates the principles of physiology directly to the current problems in physical education and athletics. Taught in alternate years.

403 Senior Seminar in Physical Education

Discussion in class will center on current trends and concerns in the field of physical education. Each student will do extensive study in an area of special interest.

190, 290 Special Studies in Physical Education
390, 490

W41 Teaching Health Education and Physical Education Winter Term
in the Elementary Schools grades 4-9

Principles, practices, and procedures in health education and physical education activities for the elementary school including organizing and conducting such a program. Methods and materials in group games of low organization. Required of all elementary education majors, 4-9. Taught in alternate years.

W42 Teaching Health Education and Physical Education Winter Term
in the Elementary Schools, grade K-3

This course deals with the techniques of helping children to discover their own solutions to carefully stated problems. Emphasis is on helping children understand their own bodies and their movement capabilities. Required of all elementary education majors, K-3. Taught in alternate years.

The Varsity Program

The athletic program at St. Andrews is approved by and has full membership in the National Collegiate Athletic Association (NCAA), Division 3. St. Andrews is a charter member of the Dixie Intercollegiate Athletic Conference (DIAC), and the Association for Intercollegiate Athletics for Women (AIAW).

The men's intercollegiate sports program includes:

Fall — cross country, soccer

Winter — basketball

Spring — tennis, golf, track, baseball

The women's intercollegiate sports program includes:

Fall — volleyball

Winter — basketball

Spring — tennis

Division of the Social and Behavioral Sciences

Chairman: Lawrence E. Schulz

Programs

Anthropology and Sociology
Business Administration
and Economics
Education
History
Politics
Psychology

Majors

Anthropology-Sociology
Business Administration
Business-Chemistry
Economics
Education
History
Politics
Psychology

*Social Studies

Pre-Law Concentration

St. Andrews offers a pre-law concentration for students interested in legal careers. Pre-law students may major in nearly any discipline. A pre-law adviser in the Division of Social and Behavioral Sciences assists students in planning programs of study.

Internships

The Programs in the Division offer internships to serve the career needs of St. Andrews students.

Teacher Certification at the Secondary Level

North Carolina secondary-level teacher certification sequences are included in the academic programs of the Division of Social and Behavioral

*A teacher certification major only.

Sciences. Sequences are included for (1) disciplinary certification in history, politics, anthropology-sociology, and economics, and (2) social studies certification. Students seeking teacher certification in any of these sequences must complete certain professional education requirements, divisional requirements, and disciplinary or major, requirements. These requirements are as follows:

Professional Education Requirements. All secondary-level teacher education students must have Psychology 201, Psychology 303 or Education 308, Education 202, 315, Education 320 or Language 251, and Education 420-421, the student teaching internship which includes Social Science 313 described below.

Divisional Requirements. All secondary sequences in the Division must include the following courses: History 201, 202 American Civilization, and Politics 201, Introduction to American Government.

Students may seek either disciplinary certification or certification with a major in social studies. These sequences are as follows:

Disciplinary Certification. Certification in any one of four academic disciplines (history, politics, anthropology-sociology, economics) requires completion of the standard academic major in that discipline, plus the professional education and divisional requirements listed above. Contract majors for certification in any of the four disciplines must have the approval of the social studies adviser. The professional education requirements and the divisional requirements are standard for all secondary-level certification sequences in the Division and therefore may not be contracted.

Certification in Social Studies. Certification in social studies requires fourteen courses with a major concentration of eight courses and a minor concentration of six courses. Major and minor concentrations must be taken in either history or in the broad area of social science, including politics, anthropology-sociology, and economics. If the major concentration is in history, the minor concentration shall be taken from among the social science disciplines of politics, economics, and anthropology-sociology. If the major concentration is in social science, the minor concentration must be taken in history. At least six of the fourteen courses in the social studies major must be taken at the 300-400 level. The professional education requirements and divisional requirements listed above must also be taken for teacher certification.

Social Science

313 **Materials and Methods in the Teaching of High School History and Social Studies**

This course is designed for students seeking North Carolina teacher certification at the secondary level. Consideration for the content, method and technique needed in the teaching of high school history and social studies is undertaken. Credit for this course does not apply toward a major in the Division. Usually offered as a part of the internship term in Education. (See Education 313).

Anthropology and Sociology

*Professors McLean (Chairman), Joyner, Associate Professor Marks**

Major in Anthropology-Sociology

Requirements for a major consist of 10 courses in anthropology and sociology, including Sociology 201, 321, and 421; Anthropology 205, 209, and 306 with four electives in anthropology. Competence in one foreign language, or an accepted designated substitute, is also required. The pattern of all elective courses will be determined in consultation with the faculty adviser.

Anthropology majors may contract with the Anthropology faculty for a pattern of Anthropology and related courses designed to meet their individual needs. The contract will ordinarily consist of 10 to 15 courses with a minimum of five courses at the 300-400 level. Examples of contract majors in Anthropology include the following: Anthropology and Linguistics; Anthropology and Museum Studies; Anthropology for Secondary Education; Anthropology and Ethology; Anthropology and Ecology.

Courses in Anthropology and Sociology

- | | | |
|------------|--|--------------|
| 201 | General Sociology | 3 hpw |
| | A study of human society with emphasis on groups, institutions, social classes, social processes, and ways of thinking and living associated with group activity. | |
| 205 | Archaeology | 3 hpw |
| | A survey of the cultures of the Indians of North America, including the languages and arts, the social, economic, and religious life, and the ecology of representative North American Indian tribes. Classroom work is augmented by site excavations and geological study. (This course, or Environmental Studies 202, will satisfy the requirements for the North Carolina Department of Public Instruction for Geo-Earth Study for elementary education.) | |
| 207 | Folklore and Folklife in American History | 3 hpw |
| | An introduction to the use of folklore in the study of the American past. Emphasis is given to the types of verbal folklore (tale, song, riddle, proverb, etc.) and material folk culture (crafts, log cabins, folk art, etc.) found in America, their relation to European and African traditions, and their functions in the evolution of American society. (Offered also as History 207.) | |
| 208 | Introduction to Physical Anthropology | 3 hpw |
| | The study of human evolution and of the variation in modern man including: the fossil record, evolutionary processes; development and dispersal of modern races. | |

*On leave academic year 1980-81.

- 209 Introduction to Cultural Anthropology 3 hpw**
The nature of culture and society; a study of a variety of cultures on different developmental levels, including social, economic, political, educational, and religious systems and their interrelationships.
- 220 Social Psychology 3 hpw**
A course dealing with those topics which are common to the fields of psychology and sociology, involving both individual and group psychological behavior. It includes a treatment of social institutions and pressures which influence prejudices, attitudes, beliefs, and propaganda. (Offered also as Psychology 220.) Prerequisites: Psychology 201.
- 306 Ethnology 4 hpw**
A study of the cultural configurations of non-literate peoples of aboriginal America, Asia, Oceania, and Africa.
- 309 Contemporary Social Problems 4 hpw**
A study of the explanations for social change and of ways divergent values create social problems. The major areas of tension within which contemporary and social problems arise are considered.
- 311 Marriage and Family Life 4 hpw**
A study of the development of these two social institutions with consideration given to such problems as woman's position, courtship, marital adjustments, safeguarding the marriage relationship, divorce, and social changes affecting the family.
- 321 Research Methods in Sociology and Anthropology 4 hpw**
An introduction to methods of research in the social sciences, including the formulation of problems, research design, sampling techniques, and the collection and analysis of data. Prerequisites: Sociology 201 and Mathematics 205.
- 333 Approaches to Community History 4 hpw**
Studies in the use of written, oral, and artifact sources in reconstructing the past of communities. Attention is given to both folk and elite sources. Emphasis is placed on field theory, oral interview techniques, and criticism and analysis of sources. Field research is an integral part of the course.
- 334 Folk and Ethnic Music of the World's Peoples 4 hpw**
An introduction to Ethnomusicology with emphasis on African, native American, Eastern European, and Asian music. Attention is given to cross-cultural quantitative analysis of traditional singing styles in their social and cultural contexts, as well as folk instrumentation and acculturation theory. Ability to read music is not required.
- 335 African and Afro-American Folklore 4 hpw**
A comparative approach to folklore communication among Africans and Afro-Americans, studied in social and cultural context. Considerable attention is given to folklore theory.
- 401 Culture and Personality (Anthropology) 3 hpw**
A survey of methods and problems in studying the personality features characteristic of literate and non-literate groups around the world. Mutual relationships between culture and the individual are explored.

- 403 American Social Structure 4 hpw**
An analysis of social organization in the United States with reference to cultural norms, social stratification, and the inter-relations of social institutions. Emphasis will be placed on new trends, such as the accelerating rate of social change, and the increasing complexity of our relations with other countries. Prerequisite: Sociology 201.
- 407 Ecological Anthropology 4 hpw**
The study and cross-cultural comparisons of the environmental relationships of human communities. Prerequisites: Selected Topics in Modern Science 101, 102 and Anthropology 209.
- 421 Anthropological and Sociological Theories 4 hpw**
A survey and an analysis of contemporary social theories. The course will emphasize directed study and a seminar type of research. Prerequisite: Sociology 201.
- 190, 290 Special Studies in Sociology and Anthropology**
390, 490
- 195, 295 Internships in Sociology and Anthropology**
395, 495
- 199, 299 Guided Independent Study in Sociology and Anthropology**
399, 499

Business Administration

Assistant Professor Goodwin, Instructor Busko

Major in Business Administration

The program in business administration is primarily oriented to the preparation of students for careers in management. The program is designed to help the student achieve four goals: 1) understanding of the activity of the firm; 2) understanding of the external environment of the firm; 3) exposure to the most important tools of the professional manager; and 4) gaining the ability to learn new techniques and to understand new concepts.

Many students from other majors take business courses as electives, since a business administration major is not strictly necessary for a career in management or for admission to many graduate schools of business administration. Such students are encouraged to consult with the program faculty to determine which courses are most appropriate to their goals.

Requirements for the major in business administration:

- 9 courses in the business core
- 3 courses in one area of business concentration
- 1 other course in business administration
- 1 other course in either math or computer science

The business core consists of the following courses:

- Economics 207 and 208
- Math 205
- Business administration 209, 210, 221, 304, 312, 317, and 422

The business concentration may be selected from the list below, or the student may contract with the faculty for his concentration. Courses for a contract concentration need not be all in business administration.

Management Concentration: Business Administration 331, 320, 433

Marketing Concentration: Business Administration 333, 335, 430

A contract major is available in Business Administration with a minimum of ten and maximum of fifteen total courses. Of this total seven courses must be in Business Administration or Economics. A basic competence in mathematics and computer programming is encouraged. The contract shall be established at the time the major is declared and shall be approved by the program faculty.

Major in Business-Chemistry

Requirements for a major in Business-Chemistry: Four courses in business administration, four courses in economics, four courses in chemistry, including Business Administration 209 and 210, Economics 302 and 303, Chemistry 201, 202, and 303, and a winter term course in one of the three areas. Mathematics 121 and 205 are also required. Electives will be chosen with aid of major advisor.

Courses in Business Administration

100 Introduction to Business

An introduction to business as a social activity. An overview of business management including financing, marketing, accounting, and decision-making.

209 Financial Accounting 3 hpw

A conceptual approach to financial accounting with emphasis on the corporate form of business.

210 Managerial Accounting 3 hpw

Emphasis is placed upon those accounting tools which are of primary importance in decision making. Methodology found in current practice is stressed. Prerequisite 209.

221 Principles of Management 3 hpw

An introduction to the basic theories and practices within the management profession. Areas stressed are human relations, organizations and their structure, delegation of authority.

304 Financial Management 4 hpw

A consideration of both internal and external facets of management of corporate finances. Risk, cost of capital, and capital markets are explored along with governmental controls over such financing. Prerequisite: BSAD 100 or 209 or permission of instructor.

309 Intermediate Accounting I 4 hpw

An analysis of problems that arise in accounting for cash, marketable securities, inventories, equipment, and intangible assets. Prerequisite: 210 and permission of instructor.

310	Intermediate Accounting II	4 hpw
	An analysis of the special accounting problems peculiar to corporate organizations. Also the issues of price level changes, errors in financial records, and standards disclosure will be considered. Prerequisite: 309 and permission of instructor.	
312	Marketing	4 hpw
	A functional analysis of marketing and its importance as an economic activity. Current and potential institutions through which marketing is carried on are studied. Additional managerial orientation is provided through case studies and decision making practice.	
315	Business Law	4 hpw
	A study of the fundamental nature of law and of laws that determine the rights and liabilities of persons taking part in business transactions. Areas covered include contracts, employment and agency, commercial paper, sales, and government-business relations.	
318	Government and Business	4 hpw
	A study of relations between government and business and their effects on industrial efficiency, economic growth, and social welfare.	
321	Labor Relations	4 hpw
	Covers the institutional framework of labor unions and their practical operation in today's society. The areas of collective bargaining, seniority, grievances, and wage policies are examined through case studies of both union and management positions.	
331	Supervisory Management	4 hpw
	The role of the supervisor in the industrial complex. The course will include the major functions of management as they apply to the supervisor, his responsibilities as well as his authorities. The course will use cases from both large and relatively small business enterprises.	
333	Advertising	4 hpw
	The role of advertising in the economy and its place in the media of mass communications. Advertising appeals, marketing and product research, media selection and effectiveness testing will be studied. Some copy writing for various media will be required.	
335	Retailing	4 hpw
	A study of the significance of retailing institutions in our society and the special characteristics of retail operations. Includes franchising, location theory, merchandise planning, purchasing, and pricing.	
408	Development and Management of Human Resources	4 hpw
	Covers all areas of recruitment, placement, training, and development of lower-skilled and managerial personnel with emphasis on current problems.	
422	Seminar in Business Administration	4 hpw
	Individual readings and research in a particular area of business with documentation required.	

430 International Marketing 4 hpw

Analysis of international markets, international promotion and product mix will be discussed as well as distribution policies and problems. The entire course will be conducted with cultural, environmental and political considerations as a background in which specific marketing topics will be studied. Some study of the multinational corporation will be necessary. Research paper required.

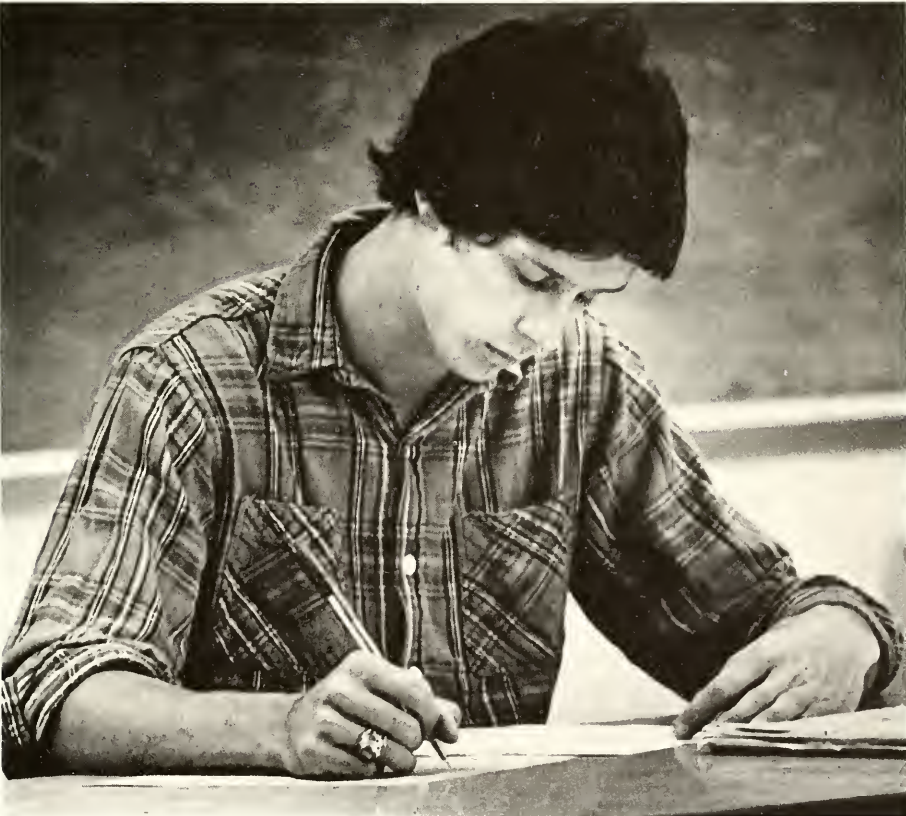
433 Logistics Management 4 hpw

A systems integration approach to physical distribution management, materials management, and inventory control. Studies materials requirement planning and places emphasis on logistics as a discipline. Prerequisite: BSAD 312 or permission of instructor.

**190, 290 Special Studies in Business Administration
390, 490**

**195, 295 Internships in Business Administration
395, 495**

**199, 299 Guided Independent Study in Business Administration
399, 499**



Economics

Instructor Conerly

Major in Economics

Requirements for a major in Economics: Economics 207, 208, 303, 304 and 422; two of the following: Economics 306, 308, 315, and 408; Business Administration 209; Mathematics 110 and 205; and five other courses in economics, business administration, or, with permission of advisor, mathematics. One of these five courses must be in Economics.

A contract major is available in Economics with a minimum of ten and a maximum of fifteen total courses. Of this total seven courses must be in Economics or Business Administration. A basic competence in mathematics and computer programming is encouraged. The contract shall be established at the time the major is declared and shall be approved by the program faculty.

Courses in Economics

207	Principles of Economics I	3 hpw
	An introduction to economic reasoning and survey of macroeconomic theory, including discussions of unemployment, inflation, and other current issues.	
208	Principles of Economics II	3 hpw
	A survey of microeconomic theory. The theory of the pricing and allocation of resources will be applied to current issues. May be taken either before or after 207.	
302	Economic Philosophy: The Development of Economic Thought	4 hpw
	A survey of the development of economic analysis from Mercantilism to the post-Keynesian era. Emphasis will be placed on Smith, Ricardo, and the British Classical School: Jevons, Marshall, and the development of Marginalism; Austrian Capital Theory, and the Neoclassical theory of money, interest, and prices.	
303	Intermediate Price Theory	4 hpw
	An examination of the economic principles and theory underlying value and distribution. Application will be made of these principles particularly to the problems of perfect and imperfect competition. Prerequisite: 208 or permission of instructor.	
304	Intermediate Income and Employment Theory	4 hpw
	The economic forces and factors determining the level of income and employment in a political economy are presented and evaluated. Emphasis is on the role of government in maintaining a high level of employment and purchasing power is stressed. Prerequisites: 207, 208, or permission of instructor.	
306	Money and Banking	4 hpw
	A study of monetary policy and the banking system. Includes the basics of mac-	

roeconomic theory; the theory of economic policy in general, the mechanism of monetary policy in particular; advantages and disadvantages of monetary policy in comparison with fiscal policy. Financial institutions and instruments, and asset portfolio management will be introduced. This will form a basis for the examination of the regulation of banking and promote monetary policy and financial stability and efficiency.

307 Environmental Economics 4 hpw

The application of the tools of modern welfare economics to the problems of environmental decay and external costs. A re-examination of the desirability of maximizing economic growth rates. Problems of pollution of the environment and measures that have been or can be used to achieve optimal economic solutions will be emphasized.

308 International Trade and Institutions 4 hpw

A study of international trade, including the gains from trade, the use of tariffs and quotas, the international monetary system and the problems associated with exchange rates and balance of payments difficulties. Prerequisites: 207 and 208.

315 Economics of Growth and Development 4 hpw

Analysis of the forces inhibiting economic growth in underdeveloped countries. Course includes discussion of growth models, theories of growth, development planning, economics of foreign aid, and the role of technological progress. Prerequisites: 207, 208, or permission of instructor.

408 Public Finance 4 hpw

Principles and problems of taxation, expenditure, and debt management of federal, state, and local governments. The effects of governmental budgetary policy on resource allocation, income distribution, economic stability, and growth will be examined. Prerequisite: 208 or permission of instructor.

422 Seminar in Economics 4 hpw

The seminar is basically a research undertaking requiring extensive reading, discussion, and writing on an announced topic. A thesis related to the general topic is to be developed under the supervision of the instructor.

**190, 290 Special Studies in Economics
390, 490**

**195, 295 Internships
395, 495**

**199, 299 Guided Independent Study in Economics
399, 499**

Education

Professors Daughtrey and Decker; Associate Professor O.E. Smith (Chairman); Assistant Professor Lavicka

Teacher Education

The Teacher Education Program at St. Andrews attempts to bridge the gap between the theoretical world and the practical-professional world by providing a number and a variety of field-based experiences. The basic objectives of the program are:

1. To provide academic and professional preparation for K-3, Intermediate (4-9), and Secondary Education students desiring to meet the requirements for Teacher Certification under the approval program standards and Guidelines of the North Carolina State Department of Public Instruction.
2. To provide an understanding of the learner; the learning process; the school; the community; the reason for education; and the activities, materials, methods, and techniques of instruction.
3. To provide competent and effective professional teachers for the children of North Carolina, the nation, and/or the world.

The teacher education programs described here and at other appropriate places in the catalog are approved by the North Carolina Board of Education as meeting the requirements for initial public school certification in most states. The college also maintains a student chapter of the North Carolina Association of Educators.

Teacher certification programs available at St. Andrews:

Regular Certification: Early Childhood; Intermediate Education with level emphases in Language Arts, Social Studies, Mathematics, and Natural Science; and Secondary Education with majors in Biology, Chemistry, English, French, Spanish, Mathematics, Social Studies, History, Politics, Economics, and Sociology-Anthropology. Physical Education is also available as a K-12 program.

Supplemental Certification: Gifted and Talented; and Physically Impaired. These emphases require enrollment in any one of the above major programs plus additional course requirements as follows:

For Resource Teacher with Gifted and Talented:

EDUC 355 Nature and Needs of Exceptional Students

PSYC 314 Counseling Principles and Theories*

EDUC 451 Educational and Psychological Evaluations

EDUC 453 Psychology and Education of the Gifted and Talented Student

EDUC 480 Special Education Internship-Public Schools

*Teachers, who already hold a degree, will register for EDUC 454 when taking this course in the supplemental certification area of gifted and talented education.

For Resource Teacher with Physically Impaired

EDUC 355 Nature and Needs of Exceptional Students

BIOL 207 Human Anatomy and Physiology

PHYE 300 Principles of Adapted Physical Education

PHYE 401 Recreational Activities and Therapeutic Exercises

EDUC 480 Special Education Internship-Public Schools

All Students in Teacher Education are Expected to Meet the Following Requirements:

- I. To be completed before entering the internship: Education 202; Psychology 201; Psychology 303 or Education 308; Education 315; Education 320 or Language 251.
- II. To be completed during the full-term internship: Materials and Methods in major area; Education 420-421 and S.A.S. 402. Students are eligible for admission to the internship, presently offered during the fall term, upon completion of at least 24 course credits.

The teacher education faculty recognizes that some students may bring previous experiences and preparation to St. Andrews or acquire them on a "non-academic" basis that should be recognized in lieu of generally expected course requirements. Other students, not primarily concerned for teacher certification, may also wish to incorporate selected Education courses into a thematic major. We welcome the opportunity to discuss the options appropriate to the interests and objectives of the student.

The North Carolina State Department of Public Instruction, with its policy emphasis on competency-based teacher education, provides institutions the flexibility to deal with experience, competencies and educational needs of students so as to maintain a balance between the integrity of each program and the individual objectives of the student. On the basis of these factors, the student may develop alternative means, through the use of competency check lists, to complete the various education components.

Early Childhood-Intermediate Education Major

A. Early Childhood Education (K-3)

Major Core Requirements:

Anthropology 205 — Archeology

Anthropology 209 — Cultural Anthropology

Education 320 — Reading and Other Language Arts

History 201, 202, or Politics 201 (any 2) or equivalent courses

Math 110 — Logic, Proof, and Systems or Math 207 — Real Number System and Its Subsystems

Additional Early Childhood Requirements:

Art 321 — Art in the Elementary School

Education 209 — Early Childhood Education
 Education 319 — Literature for Children and Youth
 English 303 — Aspects of the English Language
 Mathematics 208 — Structures of Algebra and Geometry
 Music 353 — Music in the Elementary School
 Phys. Educ. W42 — Health and P.E. for Grades K-3
 Speech or Acting (one course)

B. Intermediate Grades Education (4-9)

Major Core Requirements:

Same as K-3 plus, Art 321 or Music 353, and P.E. W41 Concentration
 Options — select one of the following areas; a further minor concentration may be elected in any of the remaining areas:

1. **Language Arts**— six courses
 Education 319 — Literature for Children and Youth
 English 303 — Aspects of the English Language
 Two electives from 300/400 level English offerings
 Two electives from Literature 210, 211, 212, 251, 253 or two electives from Theatre 103, 203, 205, 307, or 311
2. **Social Studies**— six courses
 Complete History 201/202, Politics 201 sequence not taken in Core Sequence
 Two electives in 300/400 level History
 Two electives in 300/400 level Politics
 Economics 207 or 208
3. **Mathematics**— six courses
 Math 208 — Structures of Algebra and Geometry
 Math 115, 121, 321, 330 and one elective — Math or Computer Science
4. **Natural Sciences**— five courses
 Biology 211; 207 or 307
 Chemistry 201; 205 or 311
 One elective from Physics or other natural or physical science as available
5. Other **minor** concentration electives may be arranged in Art, Music, or Physical Education.

Courses in Education

- | | | |
|------------|---|--------------|
| 202 | The American School: Foundation and Issues | 3 hpw |
| | A presentation of the historical, philosophical, and sociological foundations of the American school, together with consideration of the current trends and issues with which the future teacher should be confronted. Observations and/or projects in the public school will be included in the course. Required for all students in teacher education programs. | |
| 209 | Early Childhood Education | 3 hpw |
| | An introductory study of the organization, administration, standards, equipment, pro- | |

gram, and parent-teacher relationships of all preschool programs through grade three. Attention is given to the organization and curriculum of a state-approved program, both public and non-public supported. A variety of field work experiences at all levels is required.

- 308 Early Childhood Development 4 hpw**
A study of the development needs of a child from birth through adolescence with particular emphasis on physical, mental, emotional and social growth. Guided experiences with children and a case study of one child are expected. This course is recommended for primary and elementary majors; either this or Psychology 303 is required. Prerequisite: Psychology 201 or its equivalent.
- 313 Secondary Level Materials and Methods**
Each student in a secondary or K-12 level program will enroll during the fall internship in this course as listed in his or her respective academic division. Consideration for the content, methods and resources needed in the teaching of the major subject in the public school is undertaken prior to beginning the public school assignment. All secondary level and K-12 students will also have completed Education 320 or Language 251.
- 315 Educational Psychology 4 hpw**
A study of learning theories, process, evaluation, and strategies will be the major focus of the course. Practical application of these emphases will be included. Required for all students in teacher education programs. Prerequisite: Psychology 201 or its equivalent.
- 319 Literature for Children and Youth 4 hpw**
A survey of traditional and contemporary literature suitable for children from pre-school through intermediate age levels, together with its place and significance in the integrated curriculum. Brief teaching experiences in local public schools will be a part of this course.
- 320 Reading and Other Language Arts 4 hpw**
A study of the development of the language art skills, particularly reading, but including listening, speaking and writing as experienced by the elementary school child. Brief teaching experiences in local public schools will be part of this course. Students who elect this course may not take Language 251 for credit.
- 322 Methods and Materials: Grades K-3**
Methods and materials suitable for use in Kindergarten through third grade programs. Required for North Carolina Early Childhood certification. Generally offered as a part of the fall internship prior to beginning the public school assignment.
- 324 Methods and Materials: Grades 4-9**
Methods and materials suitable for use in Grades 4 through 9. Required for North Carolina upper grade certification. Generally offered as a part of the fall internship prior to beginning the public school assignment.
- 355 Nature and Needs of Exceptional Children 4 hpw**
This course is designed to combine readings and field experiences concerned with learning needs of an exceptional nature (gifted, talented and learning deficiencies). Both general considerations as well as special needs will be examined with particular emphasis on dealing with such learning problems in the "regular" classroom setting. Prerequisites: Psychology 201 and 303 or its equivalent and/or permission of the instructor.

Under the direction of a qualified public school cooperating teacher and the college, a full-time, continuous teaching experience is carried out. Student internships will usually take place during the fall term. It will begin during workdays at the assignment location and be concluded at the Thanksgiving break. Presently, students are assigned to the Charlotte/Mecklenberg, Moore, Richmond, and Scotland County Schools. This program carries two course credits and is equivalent to eight semester hours credit.

451 Educational and Psychological Evaluation**4 hpw**

A course designed to study the concepts, techniques and instruments for appraisal and assessment of personal needs, achievement, and potential. In addition to this fundamental emphasis, particular stress will be placed upon these applications in diagnosing, placing, and teaching the emotionally handicapped, learning disabled, and gifted and talented student. Prerequisites: Education 315 and 355 or their equivalents and/or the permission of the instructor. (Also offered as Psychology 451.)

453 Psychology and Education of the Gifted and Talented Student**4 hpw**

A study of research findings on gifted, talented, and bright underachieving students. The social, emotional, physical, and intellectual characteristics of such persons will be investigated in order to focus upon appropriate teaching/learning requirements in special and mainstreaming learning environments. This course is usually taught during the spring and summer terms. Prerequisites: Education 315 and 355 and/or the permission of the instructor. (Also offered as Psychology 453.)

454 Counseling Principles and Theories**4 hpw**

The purposes, processes, organization and resources for guidance and counseling are considered. Special attention will be given to understanding and dealing with adjustment problems, including consideration of some case studies, and a practicum in counseling techniques on an advanced level. Prerequisites: Education 451 and/or permission of the instructor. (SPECIAL NOTE: This course will be offered to teachers who already hold a degree and are desiring supplemental certification in Gifted/Talented Education.)

480 Supplemental Certification Internships

This experience involves serving a 100 hour internship in teaching the Physically Handicapped or Gifted/Talented students. Under the supervision of a qualified cooperating teacher and the college, the intern may be placed during any term, including summers, where appropriate sites are available. Certified and presently employed teachers whose assignment is with Gifted and Talented or Physically Impaired will be able to complete this requirement through teaching related assignments. Prerequisites: Education 420 and Education 421.

190, 290, Special Studies in Education
390, 490

195, 295, Internships in Education
395, 495

199, 299, Guided Independent Study in Education
399, 499

History

Professor Harvin, Joyner; Associate Professors Anderson, Melton (Chairman), Schulz; Assistant Professor Roper*

Major in History

A standard history major consists of twelve courses in history, including six history courses at the 300-400 level. One winter term history course may be included as a part of the major history.

Contract Major in History

A contract major in history consists of twelve to fifteen history and related courses carefully selected to meet the individual needs of the student. At least half of the courses in the contract major must be history courses. A minimum of six history courses at the 300-400 level is required. Typical contract options are as follows: American Studies, Folklore and Folklife Studies, European Studies, History for Pre-Law, History for Journalism, History for Government Service, History for Divinity Studies, and History for Careers in Business.

Courses in History

Courses will not carry prerequisites except that those courses numbered at the 300 and 400 levels are restricted to juniors and seniors except by consent of the instructor.

101, 102 Western Civilization: Classical to Contemporary

3 hpw

A thematic study of cultural epochs in the development of Western Civilization from the classical period to the contemporary era. Crucial episodes in cultural crisis and creativity will be studied to demonstrate their continuing relevance to contemporary civilization. Term I: Classical to Enlightenment; Term II: Enlightenment to Contemporary. Freshman or sophomore standing required.

201, 202 American Civilization

3 hpw

An introduction to the historical discipline designed to develop (1) a cognitive knowledge of the process of historical change in America from colonization to the contemporary era; and (2) basic skills in the principal methodologies of historical research and analysis from the perspective of both the humanities and the social sciences. Term I: Colonization to Reconstruction; Term II: Reconstruction to Contemporary. Freshman or sophomore standing required.

204 Modern Asia

3 hpw

The political history of Asia in the modern period with emphasis on responses to the West, such as passive resistance in India, militarism in Japan, and revolution in China. (Offered also as Politics 204).

*On leave Spring Term 1981.

- 207 Folklore and Folklife in American History 3 hpw**
An introduction to the use of folklore in the study of the American past. Emphasis is given to the types of verbal folklore (tale, song, riddle, proverb, etc.) and material folk culture (crafts, log cabins, folk art, etc.) found in America, their relation to European and African tradition, and their functions in the evolution of American society. (Offered also as Anthropology 207.)
- 331 The New South 4 hpw**
Studies in the politics, society, and culture of the Southern United States since Reconstruction.
- 332 Slavery in Comparative Perspective 4 hpw**
A study of slavery in the Americas, with emphasis on the Southern United States, utilizing the methodologies of various disciplines in the humanities and social sciences. The course is developed cognitively around five general areas: 1) Slavery as a Philosophical Problem; 2) Comparative Analysis of Slave Societies; 3) The Historiography of Slavery; 4) Afro-American Folklife under Slavery; and 5) Slavery in Microcosm.
- 333 Approaches to Community History 4 hpw**
Studies in the use of written, oral, and artifact sources in reconstructing the past of communities. Attention is given to both folk and elite sources. Emphasis is placed on field theory, oral interview techniques, and criticism and analysis of sources. Field research is an integral part of the course.
- 353 The Age of the French Revolution 4 hpw**
A study of continental Europe between 1715 and 1815 with emphasis on the decline of the Old Regime, the crisis of the French Revolution, and the reorganization of Europe under Napoleon and the Congress of Vienna.
- 354 Europe in the Age of Revolution and Nationalism 4 hpw**
A study of Europe from 1815 until 1890 with emphasis on the Congress of Vienna, the Revolutions of 1830 and 1848, the wars of German and of Italian unification, and the emergence of modern right wing and left wing political traditions.
- 355 The Turn of the Century and World War I 4 hpw**
A history of Europe from the 1890s until the end of World War I with emphasis on the backgrounds of the conflict, the military campaigns of 1914-1918, the Russian Revolution, the impact of the automobile and the airplane, the impact of technology and industrialism, and developments in science, religion, and the social sciences.
- 356 The Age of the Second World War 4 hpw**
A study of the backgrounds of World War II, the military campaigns of 1939-1945, the home fronts, Nazi occupation regimes, resistance movements, propaganda, wartime diplomacy, the role of science, and the impact of total war on modern society.
- 371 Soviet Russia 4 hpw**
A study in depth of the Russian Revolution of 1917 and the evolving Communist state, dealing with both the internal development of the Soviet state and its foreign relations.

- 404 Twentieth Century America** **4 hpw**
 Studies in American history in the 20th century with emphasis on domestic political, social, and economic problems and the growing involvement of the United States in world affairs.
- 422 Senior Seminar in History** **4 hpw**
 Selected readings and discussions in historiography and philosophy of history, along with individual research projects and class critiques.
- 190, 290 Special Studies in History**
390, 490
- 395, 495 Internships**
 Students work with public or private institutions for on-the-job experiences in applied history. Typical examples are work with county historical societies, with a state archive, with historical editing projects, with historical site surveys, etc.
- 199, 299 Guided Independent Study in History**
399, 499

Politics

Associate Professors Anderson, Bushoven; Fouke (Chairman), Schulz*

Major in Politics

The major in Politics is just that — a major in the polis — the community. It is not a major in political science as a rigid methodology. Although any person wishing to enter graduate school can acquire more than the necessary methodological knowledge and skills, that is not the primary focus of the major. The Politics major at St. Andrews is a study of needs, of cooperative ways for individuals and groups (large and small) to fulfill those needs, of accomplishment through caring and through leadership, and of personal fulfillment through interaction with oneself, others and the planet. While concerned with helping the student prepare for an entry level work position, the Politics faculty is much more concerned with preparing the student to be a leader in his or her personal and civic life. The commitment of the program is to respect students, help sharpen their opinions, aid them in acquiring skills and knowledge which will result in mature decisions, help them to develop self-confidence and self-awareness — so that as mature adults their education does not fail them, and they do not fail their education.

The Politics Program has no set program to which all majors must adhere. Instead the Politics Program operates a contract system under which students can initiate major programs tailored to their own academic needs and goals. The major requirements in politics therefore consist of a standard or individualized contract which includes all other degree requirements and which is mutually acceptable to the student and to the faculty in politics. The

*On leave Fall Term, 1980.

acceptance of a student as a major in politics includes the acceptance of his or her contract. The contract will become part of the student's permanent record and any changes in the contract must be approved by the student and the faculty in politics.

The standard contract in politics establishes a program of study which requires the completion of ten to fourteen related courses. When appropriate, a major will be encouraged to develop skills in computer use, mathematics and/or language. Students have initiated contracts in such areas as International Studies, Practical Politics, Political Psychology, Politics and Business, and Pre-Law (see below). They have also combined their interests with other disciplines such as Anthropology, History, Education, Economics, Philosophy, and Psychology. The faculty in politics will supply additional information on the major.

For Pre-Law Students

St. Andrews offers a pre-law concentration as a preparation for career opportunities in state and local governments, public administration, criminal administration and rehabilitation, becoming an attorney, and becoming a paralegal assistant. Pre-law students may elect any major program, and are encouraged to take courses in a wide variety of subjects.

In politics the student may take Introduction to Law, Legal Reasoning, Advanced Studies (with selected emphasis on the judicial process), and Special Studies in Criminal Justice. The student is strongly encouraged to work closely with the pre-law advisor and to take internships with an agency or with a practicing attorney.

Internships

The politics program has placed over 40 state and local interns in government and various agencies in the past three years. Students are regularly placed as interns with the Laurinburg City Planning and Community Development Offices, County Agencies and law offices. Work has included the preparation of bills, testimony before committees, study of the possibilities of waste recycling in the county, and the consolidation of various planning reports into one overall plan for the city. Application is made to the Politics program and those selected enroll in Politics Internships.

Honors in Politics

The Politics Program offers a three-fold track of study at the honors level for majors. Freshmen and sophomores work at the competency honors level (skill attainments), sophomores and juniors at the academic honors level (systematic and sustained research), and seniors at the life honors level (enriched experiences in a joint academic-government or academic-business environment). Students should express an interest to the Politics faculty. Participation is by invitation.

Courses in Politics

- 201 Introduction to American Government 3 hpw**
An introduction to American government and to the discipline of political science designed (1) to develop an understanding of how the American political system functions, (2) to indicate possible changes which may occur in the American political system, (3) to stimulate an awareness of why some political events occur and others do not, and (4) to encourage the development of a perspective from which political events can be evaluated.
- 202 Introduction to Politics 3 hpw**
Intended as a first course in Politics. An introduction to the important issues and methodologies of political science. The content will consist of a series of related modules on such topics as: the individual as a political actor, the group basis for politics, the societal environment of attitudes and values, and the global dimensions of political life.
- 204 Modern Asia 3 hpw**
The political history of Asia in the modern period with emphasis on responses to the West, such as passive resistance in India, militarism in Japan, and revolution in China. (Offered also as History 204).
- 211 Introduction to International Politics 3 hpw**
An introduction to the political relations of nations, including theories and levels of analysis. Use of case studies and simulation gaming to explore normative issues in both contemporary and preferred future global systems.
- 231 Introduction to Law 3 hpw**
An introduction to law and its function in a changing society. Areas studied include judicial process and judicial behavior. Field trips to trials, correctional institutions, etc.
- 253 European Governments 3 hpw**
A comparative study of institutions and functioning elements, such as political parties and elections, in similar and dissimilar political systems. Methods of comparative political analysis with primary focus on European nations.
- 266 Politics of Sex**
An exploration of the political nature of the roles and relationships of males and females in the United States. Analysis of human sexual conduct and reproduction as defined in the laws of the United States.
- 276 Politics of Behavior 3 hpw**
An introductory analysis of the psychological factors which influence and condition individual political behavior.
- 301 Public Administration**
A survey of public service; an examination of the problems of public service; acquisition and allocation of public funds; bureaucracy and public policy formation; methodologies used in public administration.
- 303 Urban Politics 4 hpw**
Analysis of contemporary urban politics and problems.

- 312 Legal Reasoning 4 hpw**
Analytical and critical studies of constitutional law. Topics studied include judicial review, federalism, civil and political rights, due process and equal protection. Case study method.
- 321 Western Political Thought: Classical to Modern 4 hpw**
A study of the classics in Western political thought from Plato to the present. Emphasis is placed on their relationship to contemporary conditions. Original texts are used.
- 323 Marxian Political Analysis 4 hpw**
Grounding in the basic texts, Marx to Mao, and basic concepts. Analysis of contemporary national and international politics from a Marxist perspective.
- 339 War and Peace 4 hpw**
A study of the historical, psychological and social roots of war and the contemporary issues of peace, introduction to problems of research in peace and conflict studies. Areas investigated include arms control and disarmament, international organization, and preferred futures modeling.
- 342 Foreign Policy Processes 4 hpw**
Detailed study of the governmental machinery and external influences on the formulation and implementation of foreign policy.
- 356 Asian Politics 4 hpw**
A critical examination of modernization theory and a comparative analysis of political structures and processes of change in selected countries of Asia.
- 357 African Politics 4 hpw**
A comparative analysis of the politics, history, and culture of Africa.
- 380 Advanced Studies in American Politics 4 hpw**
A rigorous examination of American politics with selected emphasis on such topics as the presidency, federalism, mass media, parties and pressure groups, legislative behavior, and judicial process.
- 401 Competency Honors**
Open by invitation of the Politics faculty only. Exceptional work done by the student, working independently under faculty supervision, in acquiring skill in using methodologies basic to political science, such as use of government documents, cost-benefit analysis, etc.
- 402 Academic Honors**
Open by invitation of the Politics faculty only. Exceptional work done by the student, working independently under faculty supervision, in traditional, comprehensive, systematic research over an extended period of time; analogous to a senior theses of high merit.
- 403 Life Honors**
Open by invitation of the Politics faculty only. Open by invitation of the Politics faculty only, an enriched policy making experience of the highest rank, involving the student in decision-making, compromise, coalition building, under the tutelage of executives of major corporations or public agencies; analogous to a "fellowship" at the graduate level.

195, 295 Internships
393, 495

The assignment to a public or quasi-public official for an on-the-job experience with political institutions. Interns have served with the city manager, the county manager, the county attorney, a state representative, the State Commission on Women, and other institutions and organizations. Selected by the staff of the politics program.

190, 290 Special Studies in Politics
390, 490

199, 299 Guided Independent Study in Politics
399, 499

Psychology

Professor A. Smith (Chairman); Assistant Professors Johnston; Instructor Knight

Major in Psychology

Requirements for a major: Ten Courses in psychology which must include. Psychology 201, 202, 303, 305, 320, 401, and 411 and Mathematics 205. In addition competence in one Foreign Language is expected. (Four courses in mathematics may be substituted for the language requirement.)

Contract Major in Psychology

For students whose needs are different from the standard major in Psychology, a contract major may be arranged. The contract major requires Psychology 201, 202 and at least six courses in Psychology at the 300 or 400 level. The contract major is arranged in consultation with the faculty advisor and the psychology faculty. Some examples of contract majors might be, Psychobiology, Psycholinguistics, Psychology and Business, Psychology and Music, and others as appropriate to the needs of individual students.

Courses in Psychology

- | | | |
|------------|--|--------------|
| 201 | Introduction to Psychology | 4 hpw |
| | An introduction to the study of scientific psychology with an emphasis on such topics as learning, motivation, thinking, memory and pathological behavior. Two hours lecture and two hours laboratory weekly. | |
| 202 | General Experimental Psychology | 5 hpw |
| | A consideration and laboratory investigation of such selected topics as behavioral assessment, measurement, perception, sensation, motivation, and experimental control. Intended primarily for students planning to major in psychology. This course may be selected by others desiring a more adequate foundation in psychology as a science. Three hours lecture and two hours laboratory weekly. Prerequisite: Psychology 201 and Mathematics 205 or its equivalent. | |

- 211 An Introduction to Perception**
- Perception covers many fields, such as psychology, art, music, theatre, and others, and this course is intended to acquaint the non-psychology major with some important aspects of perception in vision, audition, tactical and kinesthetic areas, and increase the awareness of the role perception plays in our every day lives. Taught in alternate years on demand. Prerequisite: Psychology 201.
- 220 Social Psychology 3 hpw**
- A course dealing with those topics which are common to the fields of psychology and sociology, involving both individual and group psychological behavior. It includes a treatment of social institutions and pressures which influence prejudices, attitudes, beliefs, and propaganda. Offered each spring. Prerequisite: Psychology 201.
- 303 Developmental Psychology 4 hpw**
- An assessment of the areas of development in childhood and adolescence with special emphasis upon case materials. Experiences will be planned for observation and reporting on children at various ages in keeping with the particular concerns of the student. This course is required by all students in teacher education, except that primary level elementary majors may substitute Education 308. Interest groups will be formed around four areas: early childhood, children, adolescents, atypical persons. Prerequisite: Psychology 201 or consent of instructor.
- 304 Behavior Pathology and Therapy 4 hpw**
- An investigation of the factors, processes and conditions which cause personality deviations (neuroses, psychoses, mental deficiencies). Also, abnormal behavior patterns are identified and appropriate therapeutic techniques are considered. Prerequisite: Psychology 201 or consent of instructor.
- 305 History and Systems of Psychology 4 hpw**
- A careful study of the history of psychology and the approach of the various systems of psychology to the study of human and animal behavior. Prerequisites: Psychology 201, 202, or consent of instructor.
- 314 Counseling Principles and Theories 4 hpw**
- The purposes, processes, organization and resources for guidance and counseling are considered. Special attention will be given to understanding and dealing with adjustment problems, including consideration of some case studies and a practicum in counseling techniques. Prerequisites: Psychology 201, 2 other courses in Psychology and consent of instructor.
- 316 Human Learning 4 hpw**
- An investigation of how human beings learn and develop information about their environment and how this information is utilized in learning with emphasis upon various theories of learning. Offered on demand on alternate years. Prerequisites: Psychology 201-202.
- 360 Educational and Psychological Evaluation 4 hpw**
- A survey of the concepts, techniques, and instruments for the assessment of personal needs and potential. Special emphasis is placed on these applications to teaching the emotionally handicapped and the gifted and talented students (Offered also as Education 360). Prerequisites: Psychology 201, Math 205, and consent of instructor.

401 Theories of Personality 4 hpw

This course involves a study of the theories and dynamics of personality development. It seeks to help the student discover those factors and process which contribute to personality development, with particular emphasis upon the well-adjusted personality. Prerequisites: Psychology 201 and consent of instructor.

411 Seminar in Psychology 4 hpw

An emphasis upon Selected Topics in Psychology ranging from Theoretical Psychology to the ethics of doing research with human subjects. Topics will be chosen at the beginning of the course to be studied and each student will be assigned a major topic in Psychology to investigate and provide a report for the faculty in Psychology. Prerequisites: Psychology 201-202 and at least six other courses in Psychology or the consent of the instructor.

416 Advanced Experimental Psychology

A continuation of Psychology 202 with special emphasis upon advanced experimental designs and advanced experimental techniques for conducting psychological research. The student will be expected to conduct at least one major experimental project as a part of this course. Prerequisites: at least six courses in Psychology including 201 and 202. Offered on demand in alternate years.

418 Advanced Perception

Intended for the advanced psychology major, this course in perception will cover the experimental aspects of perception and draw heavily upon the experimental findings in the research in perception. It will also focus upon the question of how we extract information from our world. Taught alternate years on demand. Prerequisites: Psychology 201, 202 and 4 other courses in Psychology and consent of instructor. Offered on demand in alternate years.

420 Advanced Social Psychology 4 hpw

An advanced study of the psychological processes in Social Psychology 220 with an emphasis upon research investigations of social processes and the study of individual and group social behavior. Prerequisite: Psychology 220 offered on demand in alternate years.

**190, 290 Special Studies in Psychology
390, 490**

**195, 295 Internships
395, 495**

**199, 299 Guided Independent Study in Psychology
399, 499**

Junior and Senior Honors Courses

Junior Honors in Psychology Winter Term

An investigation of research literature in psychology. Admission by nomination only.

Senior Honors in Psychology Winter Term

A research investigation of a psychological topic. Admission by nomination only.



BOARD OF TRUSTEES

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Greensboro
Vice-Chairman — Lindsay C. Warren, Jr. '82
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Lumberton

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The Rev. J. Randolph Taylor '84
Charlotte

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Greensboro

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Charlotte

Edwin Pate, Trustee Emeritus
Laurinburg

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Alumni Council 1980-81

President — Mary Kaye Padgett '67, Richmond, VA

Vice President — Wilburn Hayden '71, Chapel Hill, NC

Recording Secretary — Sally Syphrit '69, Alexandria, VA

Immediate Past President — Virginia Kay McClanahan '67, Washington, DC

Councilmen at Large: Class of 1981

Michael R. Ferrell '70, Raleigh, NC

Dorothy E. Fillmore '77, Richmond, VA

E. Waverly Land '71, Manteo, NC

Councilmen at Large: Class of 1982

Robert G. Anderson '67, Laurinburg, NC

Earle D. Roberts, Jr. '78, Charlotte, NC

Lillian Britt Shelton '66, Clemmons, NC

Councilmen at Large: Class of 1983

Lee Accetullo '68, Winston-Salem, NC

Peggy Gamble Anderson '68, Laurinburg, NC

Graham D. Padgett '67, Richmond, VA

Minnie Kelly '66, Hillsborough, NC

The Administration

President

A.P. Perkinson, Jr., B.A., LL.D.

J. Bruce Frye, B.A., M. Div., Special Assistant to the President

W. Dudley Crawford, B.A., M. Div., Director of Church Relations

Jacqueline H. Singleton, B.A., Administrative Assistant to the President

Dean of the College

Ronald C. Crossley, B.A., Ph.D.

James F. Stephens, B.S., M.S., Ph.D., Associate Dean for Academic Affairs and Registrar

Robert G. Anderson, B.A., M.A., Associate Dean for Academic Development

Veronica Newman, B.S., M.S., Ph.D., Administrative Coordinator for Academic Affairs

William W. Rolland, B.A., Ph.D., Director of Computer Services

Elizabeth A. Holmes, B.S., M.A. in L.S., College Librarian

Dean of Students

Robert B. Claytor, B.A., M.Div., Th.M., Ph.D.

Rodger Decker, B.A., M.A., Ed.D., Director of Rehabilitation Services

Jerry G. Surface, B.A., Assistant Dean of Students

Penny R. Myers, B.S., Director of Life Planning and Placement Services

Joan Starnes, B.A., College Pastor Intern

Vice President for Development

Barrett H. Carson, B.A., M.A.

Clraig Smith, B.A., Director of Information Services

Director of Admissions and Financial Aid

James R. Stanley, B.A., Director of Admissions and Financial Aid

Anne M. Collins, B.A., Admissions Counselor

Peggy G. Anderson, B.A., Director of Transfer Student Services

Vice President for Business Affairs

C. Parker Umstead, B.S., C.P.A.

Alexander Parrish, A.A.S., Chief Accountant

Charles Westburg, Director of Physical Plant

The Faculty (1980-81)

EMERITI

Robert F. Davidson, Dean Emeritus

B.A., Davidson College; M.A., Oxford University; Ph.D., Yale University

Louis C. LaMotte, Professor of Greek and Director of Summer School Emeritus

B.A., Presbyterian College of South Carolina; M.A., University of South Carolina; B.D., Columbia Theological Seminary; Th.M., Princeton Theological Seminary; Th.D., Union Theological Seminary; D.D., Presbyterian College

James E. Carver, Professor of English Emeritus

B.A., University of Richmond; M.A., University of North Carolina at Chapel Hill; Ph.D., New York University

Helen Rogers, Professor of Music Theory Emeritus

B.M., Susquehanna University; M.M., Northwestern University; Ph.D., Indiana University

Ethel Bateman, Associate Professor of Physical Education Emeritus

B.A., Winthrop College; M.A., Columbia University

Margaret W. Bowen, Associate Professor of Religious Education Emeritus

B.A., Mary Baldwin College; M.A., Columbia University

Genevieve M. Neighbors, Associate Professor of Education and Social Science Emeritus

B.A., Flora Macdonald College; B.A., University of North Carolina at Chapel Hill

Leta W. McIntyre, Associate Professor of Business Education Emeritus

B.S., Winthrop College; M.Ed., University of North Carolina at Greensboro

PROFESSORS

William M. Alexander, Professor of Philosophy and Religion (1961) A.B., Davidson College; S.T.M., Harvard Divinity School; Ph.D., Princeton Theological Seminary

Carl D. Bennett, Professor of English (1959) B.A., M.A., Ph.D., Emory University

Thomas R. Blackburn, McGaw Professor of Chemistry (1978) B.A., Carleton College; M.A., Ph.D., Harvard University

Philip Leslie Bullock, Professor of Religion (1948) B.S., North Texas State College; B.D., Th.M., Th.D., Union Theological Seminary in Virginia

John P. Daughtrey, Professor of Education and Psychology (1956) B.S., University of Virginia; M.S., University of North Carolina at Chapel Hill; Ed.D., University of Florida

Rodger W. Decker, Professor of Education and Psychology (1952) B.A., Hope College; M.A., State University of New York at Albany; Ed.D., Columbia University

Harry L. Harvin, Professor of History and Politics (1960) B.A., Wofford College; M.A., Ph.D., Duke University

Herbert A. Horn, Professor of Piano (1963, 1969) B.M., DePaul University; M.M., D.M.A., University of Southern California

Charles W. Joyner, Professor of History and Folklore (1966) B.A., Presbyterian College of South Carolina; M.A., Ph.D., University of South Carolina; Ph.D., University of Pennsylvania (on leave 1979-80)

David A. McLean, Professor of Anthropology (1962) B.A., Davidson College, B.D., Union Theological Seminary in Virginia; M.A., Ph.D., University of Witwatersrand

G. Tyler Miller, Jr., Adjunct Professor of Chemistry and Human Ecology (1966) B.S., Virginia Military Institute; M.S., Ph.D., University of Virginia

Alvin H. Smith, Professor of Psychology (1965) B.A., M.Ed., Ph.D., University of Missouri

Julian L. Smith, Professor of Physical Education (1972) A.B., M.A., University of North Carolina at Chapel Hill; Ph.D., Ohio State University

W.D. White, Professor of English and Religion (1965) B.A., M.A., Baylor University; Ph.D., University of Texas; M.A., Ph.D., Princeton University

ASSOCIATE PROFESSORS

Robert G. Anderson, Associate Dean for Academic Development and Associate Professor of History and Politics (1979) B.S. St. Andrews Presbyterian College; M.A., American University

Ronald Bayes, Writer-in-Residence and Associate Professor of English (1968) B.S., M.S., Eastern Oregon College; University of Pennsylvania, 1959-60

Margaret W. Bennett, Serials Librarian and Cataloger (1960) B.A., Valdosta State College; A.B. in L.S., Emory University

Cornelius Bushoven, III, Associate Professor of Politics and Director of St. Andrews Studies (1969) A.B., Davidson College; M.A., Ph.D., Duke University

Ronald C. Crossley, Dean of the College and Associate Professor of Religion (1968) B.A., Samford University; B.D., Southern Baptist Theological Seminary; Ph.D., Duke University

Brad Ford, Associate Professor of Theatre, (1976) B.A., Wayne State College; M.F.A., University of Southern Mississippi

George L. Fouke, Associate Professor of Politics (1969) B.A., Lafayette College; M.A., University of Pennsylvania; Ph.D., University of Colorado

Carl W. Geffert, Associate Professor of German (1963) B.A., University of Virginia; M.A., University of California

Elizabeth A. Holmes, College Librarian (1966) B.A., M.A. in L.S., Florida State University

Arthur W. McDonald, Associate Professor of Speech and Theatre and Division Chairman (1962) B.A., University of Georgia; B.D., Union Theological Seminary in Virginia; M.A., University of North Carolina at Chapel Hill; Ph.D., Indiana University

- Stuart A. Marks, Associate Professor of Anthropology (1970) B.S., North Carolina State University; M.S., Ph.D., Michigan State University (on leave, 1978-80)
- George E. Melton, Associate Professor of History (1968) B.S., Davidson College; M.A., Ph.D., University of North Carolina at Chapel Hill
- William H. Morgan, Associate Professor of Mathematics (1961, 1970) B.S., Appalachian State University; M.Ed., University of North Carolina at Chapel Hill; Ed.D., University of Georgia
- Catharine E. Neylans, Associate Professor of French (1958) B.A., Wesleyan College; M.A., Ph.D., University of North Carolina at Chapel Hill
- Richard C. Prust, Associate Professor of Philosophy (1967) B.A., University of Wisconsin, B.D., Yale University; Ph.D., Duke University
- William W. Rolland, Associate Professor of Computer Science and Director of the Computer Center (1968) B.A., King College; Ph.D., Duke University
- Lawrence E. Schulz, Associate Professor of Politics and Division Chairman (1971) B.A., University of Redlands; M.A., Ph.D., Claremont Graduate School and University Center
- William H. Somerville, Associate Professor of Mathematics (1971) B.A., King College; Ph.D., University of North Carolina at Chapel Hill
- Alfred E. Thomas, Director of the Career and Personal Counseling Center and Adjunct Associate Professor of Psychology (1970) B.A., Davidson College; B.D., Union Theological Seminary in Virginia; Ph.D., University of North Carolina at Chapel Hill
- David E. Wetmore, Associate Professor of Chemistry and Division Chairman (1967) B.A., Park College; M.A., University of Kansas; Ph.D., Texas A & M University
- David Wilkins, Associate Professor of Music (1976) B.S., Northern Illinois University; M.A., M.M., George Peabody College for Teachers
- Jo Ann Williams, Associate Professor of Physical Education (1966) B.A., High Point College; M.Ed., University of North Carolina at Chapel Hill

ASSISTANT PROFESSORS

- Arthur L. Applegate, Assistant Professor of Biology (1970) B.S., Wake Forest University; M.S., University of South Carolina; Ph.D., Emory University
- M. Dean Betts, Assistant Professor in Physical Education for the Handicapped, (1975) B.S., M.A.Ed., East Carolina University (on leave 1979-80)
- Emily J. Ellsworth, Assistant Professor of Music, (1977) B.A., Macalester College; M.M., University of Southern California
- Thomas R. Goodwin, Assistant Professor of Business (1979) BGS, University of Nebraska; M.B.A., College of William and Mary
- Peggy Ann Johnston, Assistant Professor of Psychology (1979) B.A., University of Michigan; M.A., Ph.D., Miami University
- Lee R. Kesselman, Assistant Professor of Music, (1977) B.A., Macalester College; M.M., University of Southern California
- Rose Mary Lavicka, Assistant Professor of Education (1978) B.A., M.A., Case-Western Reserve University; Ph.D., Kent State University

- James E. Linehan, Assistant Professor of Art (1978) B.F.A., Arizona State University; M.A., M.F.A., University of Wisconsin-Madison
- William James Loftus, Assistant Professor of French (1974) B.A., University of Scranton; M.A., Ph.D., Pennsylvania State University
- Luther Spencer Ludlow, Jr., Assistant Professor of Philosophy (1962) B.A., Mercer University; M.Div., Union Theological Seminary in New York; Duke University, 1960-62
- Edna Ann Osmanski, Assistant Professor of English (1977) A.B., Sweet Briar College; M.A., Ph.D., Princeton University
- Elbert R. Patton, Adjunct Assistant Professor of Psychology and Associate Director of the Career and Personal Counseling Center (1966) B.S., Concord College; M.A., Marshall University; Ed.D., Duke University
- Douglas G. Riley, Assistant Professor of Physical Education (1977) B.S., Morehead State University, M.A., Miami University
- John H. Roper, Assistant Professor of History (1979) B.A. University of South Carolina; Ph.D., University of North Carolina at Chapel Hill.
- O. Eugene Smith, Assistant Professor of Education and Chairman of Teacher Education Program (1975) B.S., M.A., West Virginia University, Ph.D., University of Maryland
- James F. Stephens, Registrar, Associate Dean of the College and Assistant Professor of Chemistry (1969) B.S., West Virginia University; M.S., Marshall University; Ph.D., University of Tennessee
- Michael A. Torres, Assistant Professor of Biology (1977) B.S., Angelo State University; Ph.D., Texas A & M University
- B. Anne Woodson, Assistant Professor of Art (1977) B.A., Southwestern at Memphis; M.A., Villa Schifanoia, Florence, Italy

INSTRUCTORS

- Peter Barrett, Instructor in Physical Education and Soccer Coach (1979) B.S. and M.Ed., Springfield College.
- Robert W. Busko, (1979) B.T., M.A., Appalachian State University
- Rooney L. Coffman, Director of Logistics and Instructor in Science Laboratories (1968) B.A., St. Andrews Presbyterian College
- William B. Conerly, Instructor in Economics (1977) B.A., New College; M.A., Duke University
- Benjamin Reid Irvin, Instructor in Chemistry (1979) B.A., St. Andrews Presbyterian College; Ph.D. Florida State University.
- Thomas H. Jones, Instructor in Biology (1976) B.S., Methodist College; M.S., North Carolina State University
- Martha L. Knight, Instructor in Psychology (1979) B.A., Trinity University; M.S., Ph.D., Purdue University
- Garrett E. Paul, Instructor in Religion (1976) A.B., Wabash College; A.M., University of Chicago
- Gerald Thomas Thurmond, Instructor in Sociology (1978), B.A., Baylor University; M.A., University of Georgia

Academic Honors and Scholarships

ST. ANDREWS DISTINGUISHED SCHOLARS FOR 1980-81

Mattie McLean Baldwin Scholarship

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John Blue Scholarship

Miss Pam Donaldson '84, Tucker, Georgia

Mr. Aubrey Helms, Jr. '81, Matthews, North Carolina

Della Martin Campbell Scholarship

Miss Dianne Cox '82, Sanford, North Carolina

William Ralston Campbell Scholarship

Mr. Charles Kinston Williams '83, Gibson, North Carolina

Robert F. Davidson Scholarship

Mr. Malcolm Doubles '81, Hartsville, South Carolina

Miss Nancy Henry '82, Keystone Heights, Florida

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Miss Joni Buck '81, Greenville, North Carolina

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Mr. Mark Stanley '83, Fishersville, Virginia

Senah C. and Charles A. Kent Scholarship

Miss Kathryn Henry '83, Prospect, Kentucky

Mr. Michael Ortiz '82, Tampa, Florida

Mr. Philip Scruggs '83, High Point, North Carolina

Almena Currie McLean Scholarship

Mr. Granville Keys '81, Churchville, Virginia

Frank Mizell Scholarship

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L. Richardson Scholarship

Mr. Grady Mullis '82, Sumter, South Carolina

Miss Jennie Mae Wilhelm '84, Winston-Salem, North Carolina

Frances Ley Springs Scholarship

Miss Mary Dom '83, Charleston, South Carolina

Mr. Corey Ingold '84, Charlotte, North Carolina

Miss Kelli Moylan '81, Decatur, Georgia

Miss Lorette Richey '83, Charlotte, North Carolina

Anne Blue Tucker Scholarship

Mr. John Krantz '82, Charlotte, North Carolina

Unnamed Scholarships

Miss Barbara Bamas '81, Atlanta, Georgia
Mr. Robert Bierbaum '81, Dover, Delaware
Mr. Vincent Bonfanti '82, Fayetteville, North Carolina
Mr. Timothy Carter '83, Morganton, North Carolina
Miss Stephanie Fore '84, Chapel Hill, North Carolina
Miss Maureen Ingalls '84, Fayetteville, North Carolina
Miss Michelle Moore '82, Charlotte, North Carolina
Miss Karen Shumate '82, Waynesboro, Virginia
Miss Carol Small '81, Elizabeth City, North Carolina
Miss Sharon Stanley '84, Fishersville, Virginia
Mr. David York '82, Louisville, Kentucky



ST. ANDREWS HONORS SCHOLARS

Class of 1981

Mr. Bretford Bass, Raleigh, North Carolina
Mr. Jeffrey Campbell, Concord, North Carolina
Mr. Michael Carrigg, Ithaca, New York
Mr. James Cornwell, Wadesboro, North Carolina
Miss Charlotte English, Hampstead, North Carolina
Mr. Stephen Ezzell, Waxhaw, North Carolina
Mr. Harvie Jordan, III, Charlotte, North Carolina
Miss Mary Scott King, Huntington, West Virginia
Mr. David Knott, Cherry Hill, New Jersey
Mr. Michael Snider, Lincolnton, North Carolina
Mr. Guy Weber, Rehoboth, Delaware

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Miss Karen Clayton, Durham, North Carolina
Mr. Rick Crawford, Stone Mountain, Georgia
Miss Ann Crocker, Trenton, New Jersey
Miss Lynn Evans, Tarboro, North Carolina
Miss Jayne Gloster, Pulaski, Virginia
Mr. Lee Lambert, Castle Hayne, North Carolina
Mr. Scott Nolley, Richmond, Virginia
Miss Elizabeth Scheller, Monroe, North Carolina
Miss Katherine Stanley, Marion, South Carolina
Miss Jill Wright, Valley Forge, Pennsylvania

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Mr. Charles Booker, Richmond, Virginia
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Miss Lori Dye, New Bern, North Carolina
Miss Nancy Dyer, Johnstown, New York
Miss Ann Franklin, Warrenton, North Carolina
Mr. David Helms, Matthews, North Carolina
Mr. Jerry Hudgins, Red Springs, North Carolina
Miss Sabrina Kirk, Warner Robins, Georgia
Mr. Mitchell Merritt, Rose Hill, North Carolina
Mr. Herman Moyers, Morganton, North Carolina
Miss Jennifer Solt, Cheraw, South Carolina
Miss Lisa Wall, Greensboro, North Carolina
Mr. Richard Wohlfarth, Lighthouse Point, Florida

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Miss Jane Newkirk, Wadesboro, North Carolina
Miss Keziban Shevket, Pompano Beach, Florida
Miss Suzanne Walker, Burgaw, North Carolina
Miss Martha Whitlock, Stanley, North Carolina

SOPHOMORE HONORS — Each spring the College awards Sophomore Honors to students who have earned an average of 3.25 or better through the winter term of their sophomore year.

Sophomore Honors for 1979-1980

Geraldine F. Baker, Frederick, Maryland
Carolyn G. Briggs, Bloomingdale, New Jersey
Lynn Carol Cadmus, Charlotte, North Carolina
Jenny L. Clark, Abingdon, Virginia
Karen J. Clayton, Durham, North Carolina
K. Dianne Cox, Sanford, North Carolina
John F. Crawford, Lawrenceville, Georgia
Paul Dosal, Tampa, Florida
Amy K. Drees, Laurinburg, North Carolina
Richard L. Gilbert, Greensboro, North Carolina
Jayne E. Gloster, Pulaski, Virginia
Debra J. Hart, New Holland, Pennsylvania
Nancy A. Henry, Keystone Heights, Florida
Kathleen Olivia Holmes, Laurinburg, North Carolina
Marvin Key, Laurinburg, North Carolina
John H. Krantz, Charlotte, North Carolina
Tammy C. Lee, Lumberton, North Carolina
Amanda Beth Londeree, Charleston, West Virginia
Michael T. Lytle, Wallace, North Carolina
Sandra K. Martin, Rockingham, North Carolina
Jennifer, McCallum, Laurinburg, North Carolina
Lisa D. Mielenz, Raleigh, North Carolina
Michelle A. Moore, Charlotte, North Carolina
Grady B. Mullis, Sumter, South Carolina
Leigh Pickering, Arlington, Virginia
Teresa C. Robin, Laurinburg, North Carolina
D. Elizabeth Scheller, Monroe, North Carolina
Karen L. Shumate, Waynesboro, Virginia
Katherine R. Stanley, Marion, South Carolina
Richard A. Thomas, Rocky Mount, North Carolina
Nancy K. Winston, Largo, Florida
Matthew Scott Woollens, Hickory, North Carolina
Jill M. Wright, Valley Forge, Pennsylvania

Sophomore Honors for 1978-1979

George C. Anderson, Marion, Indiana
Barbara Barnas, Decatur, Georgia
W. Bretford Bass, Raleigh, North Carolina
Robert J. Bierbaum, Dover, Delaware
Mary B. Bowman, Mathews, Virginia
Joni J. Buck, Greenville, North Carolina
Jeffrey S. Campbell, Concord, North Carolina
John M. Carrigg, Enowell, New York
James T. Cornwell, Wadesboro, North Carolina
Edwin D. Crews, Pulaski, Virginia
Malcolm M. Doubles, Hartsville, South Carolina
Karen A. Eades, Raleigh, North Carolina
Charlotte A. English, Hampstead, North Carolina
Andrew J. Farmer, Decatur, Georgia
Janet R. Ferrell, Fayetteville, North Carolina
Jon S. Johnson, Matthews, North Carolina
Harvie C. Jordan III, Charlotte, North Carolina
Granville M. Keys, Churchville, Virginia
Mary Scott King, Huntington, West Virginia
David Knott, Cherry Hill, New Jersey
J. Francois Lareuse, Princeton, New Jersey
Robert B. Lowery, Camden, South Carolina
Beth Lynn, New Bern, North Carolina
Barbara McLean, Vass, North Carolina
Gregory Piccola, Johnstown, New York

Frederick M. Pope, Raleigh, North Carolina
 Diana L. Pretz, Atlanta, Georgia
 Carol B. Small, Elizabeth City, North Carolina
 Christopher R. Werth, Asheville, North Carolina

ST. ANDREWS HONOR SOCIETY — Honor Society membership is awarded to junior and senior students who have earned an overall average of 3.25 or better on 18 courses at St. Andrews. Members serve as marshals at convocations and special events, and members who are juniors serve as marshals at Commencement.

Honor Society Members for 1979

Anne Sydnor Allen	Brian L. Dolge	David W. Knott	Joseph Samuel Sherr
Nancy Allen	John L. Doney	Boyd Lee Lambert	Carol B. Small
George Anderson	Malcolm M. Doubles	J. Francois Lareuse	Teresa Staley
W. Bretford Bass	Karen A. Eades	Lynn Krista May	Eric H. St. John
Robert J. Beirbaum	Craig T. Eliassen	David E. McCall	Franz Stillfried
Mary B. Bowman	Laura M. Ellis	Carol A. McLain	Jacob Teboh
Joni J. Buck	Charlotte A. English	Barbara G. McLean	Christine L. Thompson
Amy C. Burgett	Andrew J. Farmer	William A. Moseley	Kalubi Tshiunza
Thomas E. Byrum	Janet R. Ferrell	James Spencer Parks	A. Jefferson Walker
Ann F. Caimi	Deborah L. Grant	Gregory Piccola	Eshter Carol Wall
Jeffrey Campbell	William M. Haselden	Frederick M. Pope	Patricia Ann Ward
John Carrigg	C. Marvin Hatchell	Robert Poston	Christopher Werth
Christopher Carter	Aubrey L. Helms	Kimberlee A. Powell	Douglas C. Wentz
Cindy Ball Chestnutt	Anne P. Hinnant	Diana L. Pretz	June E. Wood
Patricia Conrad	Marjorie Lee Hornsby	Robert McGarry Ramey	Bronwen K. Woodson
Edwin D. Crews	Jon S. Johnson	Alice Kay Rogers	
James T. Comwell	Granville M. Keys	Richard Alan Scott	
Ann M. Crocker	Mary Scott King	Wynne S. Segal	

HONOR GRADUATES — At Commencement St. Andrews bestows special recognition upon those students whose academic work has been of superior quality. To those with an average of 3.50 or better, degrees are awarded with honors. To those with an average of 3.75 or better, degrees are awarded with high honors. Transfer students will be evaluated for honors on an individual basis by the Faculty.

High Honors for the Class of 1980

Thomas Edens Byrum, Laurinburg, North Carolina
 Janice Kathleen Maney, Laurinburg, North Carolina
 Lynn Krista May, Greensboro, North Carolina
 David Ernest McCall, Edenton, North Carolina
 Robert McGarry Ramey, Stone Mountain, Georgia
 Joseph Samuel Sherr, Atlanta, Georgia
 Eric Hovey St. John, St. Petersburg, Florida
 Esther Carol Wall, Mocksville, North Carolina
 Patricia Ann Ward, Concord, North Carolina

Honors

John Lawrence Doney, Lewes, Delaware
 Craig Thomas Eliassen, Camden, Delaware
 Marjorie Lee Hornsby, Atlanta, Georgia
 Carol Ann McLain, Morehead City, North Carolina
 William Russell Moseley, Jr., Raleigh, North Carolina
 Claire Garner Pearson, Laurel Hill, North Carolina
 Alice Kay Rogers, Franklinton, North Carolina
 Richard Alan Scott, St. Petersburg, Florida
 Wynne Sophia Segal, Richmond, Virginia
 Teresa Margaret, Staley, Greensboro, North Carolina

ENDOWMENT FUNDS — GENERAL AND STUDENT AID

Through the generosity of friends of St. Andrews, together with funds established earlier at Flora Macdonald College and Presbyterian Junior College, either as living tributes or memorials, the College is building an endowment that is providing a measure of permanent support helping to insure the ongoing work of the College.

General and Restricted Funds

The following named endowment funds of at least \$10,000 have been established:

The H.B. Ashley Memorial Fund
The H.T. Atkins Fund
The Board of Christian Education — Chair of Bible
The E. Hervey Evans Memorial Lecture Fund
The Warner L. Hall Fund for Religion and Philosophy
The McGaw Chair of Science
The Kate Bitting Reynolds Fund
The Scottish Fund
The Women of the Church — Chair of Bible

Other funds of at least \$1,000 have been given for endowment purposes in the name of the following:

Katherine S. Boyd
Wendy Ann Crapory Memorial Building Fund
Margaret J. Denny
Elise Academy
Frank Fisler
Mr. and Mrs. Hiram Grantham
George M. Wilcox
James Wilson and Emma Holt White

Endowed Scholarship Funds

The following named scholarship funds of at least \$10,000 have been established:

The Robert C. and Sadie G. Anderson Fund
The Mattie B. McLean Baldwin Scholarship Fund
The Belk Memorial Scholarship Fund
The John Blue Scholarship Fund
The Edith Williams Bullock Memorial Scholarship Fund
The Della Martin Campbell Scholarship Fund

The William Ralston Campbell Scholarship Fund
 The R. Don Carson Memorial Scholarship Fund
 The Robert F. Davidson Scholarship Fund
 The Ruth and Mary Fitzgerald Student Aid Fund
 The Samuel Hewitt Fulton Scholarship Fund
 The E.L. Gaither Scholarship Fund
 The Ernest Eugene and Mattie Lee Gillespie Scholarship Fund
 The Elma and Price H. Gwynn, Jr. Scholarship Fund
 The Emma Lillian Keigwin Scholarship Fund
 The Senah Critz and Charles A. Kent Scholarship Fund
 The Knight Foundation Scholarship Fund
 The Lumberton First Presbyterian Church Scholarship Fund
 The A.H. MacLeod Scholarship Fund
 The Mary and Foster McGaw Scholarship Fund
 The McLaurin Brothers (J.W., Thomas H., Roy and Ed) Memorial Scholarship Fund
 The Almena Currie McLean Student Aid Fund
 The Mildred McLaurin McLean Memorial Scholarship Fund
 The Ellen McNeill Scholarship Fund
 The Robert L. McWhorter, III Scholarship Fund
 The Frank Mizell Scholarship Fund
 The Edward M. O'Herron, III Scholarship Fund
 The Charles W. Perry Scholarship Fund
 The Robert C. Quantz Memorial Scholarship Fund
 The Reader's Digest Endowed Scholarship Fund
 The Frances Ley Springs Distinguished Scholarship Fund
 The St. Andrews Covenant Presbyterian Church Scholarship Fund
 The Lucy Steele Scholarship Fund
 The Charles H. Trexler Memorial Scholarship Fund
 The Anne Blue Tucker Scholarship Fund
 The Roy Edward Watts Scholarship Fund
 The J. Harvey White Memorial Scholarship Fund

Other funds of at least \$1,000 have been given for scholarship purposes in the name of the following:

David Leon Alexander
 Alumni Scholarship Fund
 Dr. and Mrs. Robert Anderson
 Lillie Graham Auman
 William M. Baker
 Mrs. James F. Blue
 James Boyd
 Harry L. Brockmann
 Rowland A. Brown

Andrew Bryson
Burlington, Women of First Presbyterian Church
Nancy Boyle Caballero
Duncan G. Calder, Jr.
C. Fred Carlson
Carolina Telephone and Telegraph Company
Chadbourne Presbyterian Church
Church in the Pines
Currie and Patterson Memorial
William Drake
Warren M. Ficklen
N.N. Fleming
Alma Green Frye
Elizabeth Monroe Taylor Gilmour
Margaret Fraser Gluck
Mr. and Mrs. Ernest Graham, Sr.
Kate Fields Grannis
John Wesley Hall
Sally McCall and Robert Pickett Hamer
Margaret Johnston Hay
Jane Flow Henderson
Joseph Eli Henderson
John L. and Janie J. Henry
Martha A. Holt
Andrew J. Howell
Franklin L. Hyndman
Huntersville Presbyterian Church
Minnie Melvin Johnson
Paul Guthrie Jones
Junior Service League of Laurinburg
Sarah H. and Louis C. LaMotte
Joseph H. Lansinger
Katherine Mary Patterson and Mattie Livingston
Hattie McBride
Dr. David McBryde
Daniel Archibald McCormick
Oscar Blue McCormick
Bessie McNeill McEachern
Daniel John and Evaline Stafford McKay
John W. McLaughlin
Antress McLean
Andrew Calhoun McLeod
Flora McLean McLeod
Mr. and Mrs. George F. McMillan
J.L. McMillan

James L. McNair
Laurin McQueen
William and Ida Carmichael McQueen
Ansley C. Moore
Angus McKinnon Morgan
Mark Morgan
Harry H. and Lois R. Munroe
Olney Presbyterian Church
Osteen-Woodson Scholarship
Evelyn Butler Phillips
Fannie Bullock Pullen
Rockingham First Presbyterian Church
Sanford First Presbyterian Church
Jessie Schoellkoff
The Sinnott Scholarship
Henry Lee and Delia O. Sneed
Thomas Stamps
Mr. and Mrs. J.D. Stewart
Leroy A. Stadler
Charles G. Vardell
Katherine Allen and Jane Dickson Bell Vardell
Linda Vardell
Leo and Ella Wallace
White Hill Presbyterian Church
Mary Gale Carter White
Jessie Chandler Willard
Marion Stokes Williamson
Wilmington First Presbyterian Church
Elizabeth Yongue

Loan Funds

The following loan funds of at least \$10,000 have been established:

The Jennie E. Alexander Loan Fund
The George Washington Braddy Loan Fund
The James Madison Graham Memorial Loan Fund
The T.M. Stanback Loan Fund

Other funds of at least \$1,000 have been given for loan purposes in the names of the following:

Andrew Bryson	Dr. O.L. Parker
Dr. Darius Flinchum	The Smyth Family
J.F. McNair	Julia Stewart
J.L. McNair	Mrs. J.D. Swinson
The Masonic Order	Mrs. Emma G. Thorpe

Form of Bequests

Since each state has special statutory regulations regarding wills, it is most important that all testamentary papers be signed, witnessed, and executed according to the laws of the state in which the testator resides. In all cases, however, the legal name of the corporation must be accurately given as in the following form:

"I give, devise, and bequeath to ST. ANDREWS PRESBYTERIAN COLLEGE, INC., a North Carolina corporation, located at Laurinburg, North Carolina, the sum of \$ _____ (herein described) to be used by its Board of Trustees as they may deem advisable for the benefit of the College."



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Special Note

The College reserves the right to make changes in particular curricular requirements and offerings, in regulations, and in fees whenever such changes are deemed essential. College catalogs and bulletins are prepared to furnish prospective students and other interested persons with information about the institution. Announcements contained in such printed material are subject to change and may not be regarded as legally binding obligations.



Laurinburg, North Carolina